

Task Delegation Practices and Challenges Encountered by the School Heads in Public Schools

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ABSTRACT

This study examined the effectiveness of task delegation practices and the challenges encountered by school heads, with the aim of identifying factors that influence leadership efficiency and operational outcomes in public schools. Specifically, the research sought to determine the effectiveness of task delegation practices, the nature of challenges experienced by school heads, and whether these practices and challenges significantly vary according to demographic characteristics such as sex, age, position, years in service, and highest educational attainment. The study addressed a research gap on the interplay between delegation effectiveness and operational challenges in school leadership, particularly in the context of schools with experienced administrators holding advanced degrees. Data were collected from school heads using structured questionnaires and analyzed using descriptive and inferential statistics to explore patterns, differences, and relationships between delegation practices and encountered challenges.

Findings showed that school heads generally practiced effective task delegation but faced challenges like communication gaps, trust issues, unclear roles, and limited training. Delegation effectiveness and challenges varied by demographics such as years of service and educational attainment, underscoring the role of experience and qualifications. However, no direct link was found between effectiveness and challenges, indicating that strong practices alone may not resolve operational difficulties. To address this, recommendations and a program proposal were developed to improve clarity, trust, competence, monitoring, and professional development. These measures aim to strengthen delegation, reduce inefficiencies, and enhance performance. Future research may broaden scope and sample to refine results.

Keywords: task delegation, school leadership, operational challenges, educational attainment, professional development

INTRODUCTION

Effective school management is widely recognized as a cornerstone of educational excellence across global contexts. It directly influences student achievement, strengthens teacher performance, and supports institutional growth. International models emphasize strategic leadership, shared decision-making, and inclusive governance structures. Within these frameworks, task delegation emerges as a critical mechanism that enables school heads to distribute responsibilities, foster collaboration, and enhance staff involvement. When implemented effectively, delegation reduces workload, builds organizational capacity, and improves productivity (Hanaysha, 2016; Ortiz et al., 2025).

In the Philippines, delegation faces persistent challenges as school heads contend with limited trust, inadequate training, staff resistance, and unclear expectations (Salonga, 2023; Dela Cruz et al., 2025).

Systemic issues such as understaffing and high turnover further hinder effective responsibility-sharing. Urban schools struggle with administrative congestion and diverse learners, while rural schools face isolation, resource shortages, and limited professional development (Ayento & Bactad, 2024). These conditions intensify leadership strain, leading to role overload, fatigue, and reduced performance (Tarraya, 2022). Although literature on educational leadership is expanding, most studies focus on school heads, leaving assistant principals underexamined (Dela Cruz, Manalo, & Estrella, 2025). Many also overlook contextual factors—such as resources, staff qualifications, and school size—that shape delegation outcomes (Ortiz, Panaligan, & Santos, 2025). Root causes of delegation failures, including trust deficits, inadequate training, staff resistance, and unclear guidelines, remain insufficiently explored (Salonga, 2023; Tarraya, 2022). Policy-driven strategies and capacity-building frameworks are likewise limited, creating a gap between theory and practice (DepEd, 2020).

In Zone 2 of Zambales Division, these challenges are heightened by diverse school contexts. School heads must balance urban demands with rural resource constraints, intensifying management strain. This study examined delegation challenges among school heads and assistant principals, identified root causes, and assessed their impact on efficiency. Findings aim to address research gaps, inform policy, and strengthen leadership capacity to reduce inefficiencies and promote equitable school governance.

This study investigated the challenges faced by school heads and assistant principals in delegating tasks as part of public-school management. The research was conducted in selected public elementary and secondary schools located in Zone 2 of the Division of Zambales, focusing on common delegation practices, factors affecting delegation effectiveness, perceived barriers, and their impact on school operations and leadership efficiency. Data collection involved surveys designed to generate quantitative insights.

The inclusion criteria were specific to school heads and assistant principals currently assigned to public schools within Zone 2 of the Division of Zambales. Participants must have at least one academic year of leadership experience and demonstrate willingness to participate in the study's data collection methods. In contrast, the exclusion criteria rule out private schools, laboratory schools, and any institutions outside the designated zone or division. Personnel not assigned to Zone 2, such as division supervisors, teachers, non-teaching staff, and other stakeholders not holding leadership roles are excluded, along with school heads on extended leave or special assignment.

Several limitations may influence the scope and interpretation of findings. The study is geographically restricted to Zone 2, which may limit its generalizability to other districts or regions. Insights are gathered solely from principals and assistant principals, leaving out broader perspectives from other staff and stakeholders. Furthermore, the reliance on self-reported survey data introduces the possibility of personal bias, varying interpretations of “task delegation,” and issues related to memory recall or social desirability. The research does not aim to measure delegation outcomes such as student performance, instead focusing on the perceived operational and leadership implications. Finally, time constraints and varying availability of participants may limit the breadth of survey responses.

Additionally, the study was confined to the perspectives of school heads and assistant principals; therefore, insights from teachers, non-teaching staff, and other stakeholders were not explored. The study will not measure the actual outcomes or performance levels resulting from delegation practices but will focus instead on the challenges perceived and experienced by the school heads in managing tasks. As such, the conclusions drawn will be based on self-reported quantitative data, which may be subject to personal bias.

LITERATURE REVIEW

The demographic and professional profile of school heads plays a critical role in shaping their delegation practices and leadership effectiveness. Factors such as sex, age, position, years in service, and educational attainment influence how school heads approach task distribution, authority, and collaboration. According to Aja-Okorie and Oko (2021), younger school heads tend to adopt more collaborative and participative leadership styles, while older administrators may adhere to hierarchical models that restrict delegation.

The specific position held—whether principal or assistant principal—also affects delegation behavior. Assistant principals, often operating within unclear role boundaries, may struggle with receiving or exercising delegated authority (Marshall & Hooley, 2006). Years of service further impact confidence and strategic decision-making, with veteran school heads demonstrating greater proficiency in delegation due to accumulated experience and institutional awareness (Undiyaundeye, 2020).

Additionally, educational attainment contributes to leadership perspectives, as those with advanced degrees are typically more receptive to distributed leadership models and staff empowerment initiatives (Berezi, 2024). Taken together, these variables offer crucial insights into the conditions that facilitate or hinder delegation practices in public school management.

Addo-Fordwuor et al. (2025) in Ghana emphasized that age and professional experience significantly shape delegation styles, with younger school heads favoring participative approaches and older school heads leaning toward hierarchical models. Similarly, Banywana (2025) in Uganda highlighted that effective delegation requires cultural adaptation, as African schools often face challenges of authority centralization. Complementing these findings, Leithwood and Jantzi (2005) in Canada argued that leadership profiles—particularly educational attainment and years of service—directly influence the adoption of distributed leadership, with highly educated school heads more inclined toward collaborative delegation practices.

Zamudio & Carbonell (2025) found that in Philippine schools, years of service and position strongly influence confidence in delegation, with principals more likely to delegate than assistant principals due to clearer role boundaries. Aquino (2025) further noted that distributed leadership practices in Baguio public schools' foster collaboration and improve governance outcomes. Supporting these insights, Reyes & Soriano (2019) observed that in rural Zambales, demographic factors such as age and tenure significantly affect delegation, with veteran principals demonstrating stronger confidence in assigning tasks compared to younger administrators who often hesitate due to limited experience and contextual constraints.

Effectiveness of Task Delegation in Public School Management

The effectiveness of task delegation in public school management can be assessed through several critical dimensions that influence both leadership performance and organizational outcomes. Delegation is most successful when task complexity is carefully matched with staff capability—Amadi et al. (2024) stress the importance of assigning tasks with clear instructions and ensuring staff preparedness, as mismatches can lead to performance gaps and delays.

Administrative workload also plays a pivotal role; effective delegation helps school heads manage excessive responsibilities and focus on strategic priorities, thereby reducing burnout and enhancing role clarity (Lindahl, 2008). Trust within the organization is a foundational element—Banywana (2025) highlights that mutual confidence facilitates decision-making, while its absence often leads to micromanagement and stagnation (Upskillist, 2025). Clear and consistent communication is equally essential; poor dialogue and vague expectations can cause disengagement and task duplication, which Daft (2016) suggests mitigating through feedback loops and structured check-ins.

Staff competence is another major factor, as delegation relies heavily on the skills and readiness of personnel. Risely (2023) underscores the need for capacity-building, and Berezi (2024) supports targeted training initiatives to bolster task execution. Operational efficiency also benefits from delegation, with Pont et al. (2008) noting that properly distributed responsibilities improve responsiveness and reduce miscommunication.

Furthermore, leadership efficiency is enhanced as delegation empowers school heads to address governance and innovation needs more effectively (Amadi et al., 2024). Clarity of roles and responsibilities is necessary for delegation to succeed—Caposey (2013) emphasizes transparency in duties, while Marshall and Hooley (2006) warn that vague expectations can hinder accountability. The availability of training and support plays a supportive role in strengthening delegation culture, especially in resource-limited rural schools where Reyes and Soriano (2019) observed significant training gaps. Ultimately, effective delegation contributes to improved institutional performance. Studies by Bakar (2021) and Manundu et al. (2022) revealed that schools with consistent delegation practices experienced better staff retention, instructional quality, and overall organizational stability.

Foreign literature underscores the importance of structured delegation in enhancing institutional performance. Studies conducted in the United States and Europe (Pont et al., 2008; Robinson, 2025) revealed that well-defined delegation practices improve responsiveness, reduce miscommunication, and strengthen organizational efficiency. Similarly, Clement Addo-Fordwuor (2025) found that delegation significantly boosts operational effectiveness in Ghanaian schools, enabling school heads to manage complex responsibilities more strategically. These findings highlight that across diverse international contexts, delegation serves as a critical leadership tool for sustaining institutional resilience and improving governance outcomes.

Local literature provides parallel insights within the Philippine educational system. Laguda et al. (2025) emphasized that decentralization and shared governance are essential for effective delegation, particularly in resource-constrained schools where principals often face overlapping instructional and administrative duties. Aquino (2025) further confirmed that distributed leadership practices in Philippine schools lead to measurable improvements in staff morale, instructional quality, and student outcomes. Together, these local studies demonstrate that effective delegation not only alleviates managerial overload but also fosters collaboration and empowerment, thereby strengthening the overall performance of public schools in the Philippines.

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Task Delegation in Educational Leadership

Task delegation remains a cornerstone of effective leadership, particularly in educational settings where responsibilities are multifaceted, time-sensitive, and often resource-constrained. Yukl (2013) defines delegation not merely as the transfer of tasks but as a strategic leadership tool that fosters accountability, capacity-building, and organizational efficiency. In schools, delegation enables school heads to distribute responsibilities across staff, allowing them to focus on strategic planning, instructional leadership, and stakeholder engagement (Leithwood & Jantzi, 2005).

Delegation also reflects participative leadership, which encourages shared decision-making and cultivates a sense of ownership among staff. Lindahl (2008) warns that without effective delegation, school heads risk burnout, decision fatigue, and diminished performance. As principals and assistant principals navigate curriculum oversight, personnel management, and community relations, delegation becomes essential for sustaining leadership effectiveness and institutional resilience.

Foreign literature emphasizes that delegation in schools is not merely the transfer of tasks but a strategic leadership tool that strengthens accountability, builds organizational efficiency, and fosters innovation. Yukl (2013) and Daft (2016) argue that effective delegation enables school heads to empower staff, distribute responsibilities, and focus on strategic priorities, while international case studies highlight that schools adopting participative delegation models achieve higher innovation capacity and stronger institutional resilience. These findings underscore the global recognition of delegation as a cornerstone of effective educational leadership.

Local literature provides a contextual lens within the Philippine setting. Reyes and Soriano (2019) observed that in rural Zambales, teacher shortages and unclear responsibilities hinder delegation, requiring context-driven support strategies to ensure tasks are properly assigned and executed. Ayento and Bactad (2024) further identified inadequate training and limited leadership coaching as major barriers to effective delegation in Philippine schools, particularly in resource-constrained environments. Together, these local studies highlight that while delegation is essential, its success in the Philippines depends heavily on addressing systemic challenges such as staffing, role clarity, and professional development.

Effectiveness of Delegation in School Settings

Effective delegation in schools continues to be strongly associated with improved staff morale, enhanced teacher leadership, and elevated school performance. When implemented strategically, it fosters organizational synergy, shared accountability, and a culture of distributed leadership. Recent studies affirm that structured delegation empowers teams and reduces managerial overload, allowing school heads to focus on strategic priorities (Robinson, 2025).

Jusdienar, Firdaus, and Zendrato (2024) found that delegation of authority significantly improves employee performance and decision-making effectiveness in educational institutions². Similarly, Aidoo (2018) demonstrated that delegation positively influences staff morale, which in turn boosts productivity and institutional stability.

Amadi et al. (2024) emphasized that aligning delegation with staff competencies and providing clear guidelines leads to better governance and successful program implementation. Moreover, Ibrahim and Fatah (2011) reported that structured delegation practices improved time management by 30% and significantly increased team productivity in school settings. These findings underscore that effective delegation is not merely a managerial convenience—it is a strategic leadership tool that enhances institutional outcomes and supports sustainable school improvement.

Berezi (2024) emphasizes that delegation effectiveness is amplified when institutional hierarchies are well-defined and when school heads invest in professional development. This ensures that staff members are not

only capable but also confident in executing delegated tasks. Banywana (2025) adds that trust, transparency, and proactive communication are critical to building a delegation culture that supports innovation and responsiveness. In distributed leadership models, assistant principals are viewed as essential partners whose collaborative engagement increases operational fluidity and strengthens school governance (Caposey, 2013; Marshall & Hooley, 2006).

Delegation in the Philippine Public School Context

In the Philippines, delegation is essential yet deeply contextual. School heads often manage both instructional and administrative duties, frequently with limited support systems and constrained resources (DepEd, 2020). In rural regions such as Zone 2 of the Division of Zambales, leadership roles are influenced by teacher shortages, infrastructure limitations, and community expectations (Reyes & Soriano, 2019).

Resistance among staff, inadequate training, and undefined responsibilities create additional barriers to effective delegation (Ayento & Bactad, 2024). Principals often hesitate to delegate due to concerns about staff readiness, institutional constraints, and cultural norms that equate authority with control. To improve delegation culture, Philippine schools must invest in leadership development, decentralized decision-making, and context-driven support strategies (Berezi, 2024; Banywana, 2025).

Localized studies are crucial to understanding these dynamics and developing targeted interventions. These may include community-based leadership coaching, peer mentoring programs, and policy reforms that clarify delegation protocols and promote distributed leadership.

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Challenges Encountered in Delegation Practices

Despite its advantages, delegation in educational leadership is often impeded by psychological, structural, and cultural barriers. Upskillist (2025) identifies fear of losing control and perfectionism as common reasons why school heads hesitate to delegate—even routine responsibilities. These concerns frequently stem from doubts about staff competence, a perceived risk to institutional authority, and emotional attachment to tasks (Aja-Okorie & Oko, 2021).

Ambiguity in task assignment and communication breakdowns also disrupt delegation practices. Poorly defined responsibilities, vague expectations, and lack of feedback mechanisms lead to confusion, inefficiency, and task overlap (Growth Shuttle, 2025). Daft (2016) emphasizes that successful delegation requires matching

the right task to the right individual while providing the resources and authority needed to execute it effectively.

Skill gaps among staff are another recurring issue. When teachers or assistant principals lack training or experience, school heads may default to micromanagement or prefer to complete tasks themselves (Risely, 2023). Addressing this requires ongoing mentorship, targeted professional development, and capacity-building initiatives that foster staff confidence and competence (Berezi, 2024).

Resistance to change is also prevalent, especially in culturally hierarchical or traditional school environments. Delegation may be viewed as an imposition or an extra burden, causing passive resistance and disengagement (TimeQuiver, 2023). Building relational trust, modeling inclusive leadership, and clarifying roles can help address this challenge (Undiyaundeye, 2020; Manundu et al., 2022).

Moreover, many educational institutions lack systematic delegation structures. School heads may perceive that training and monitoring staff takes more time than performing the tasks themselves. However, delegation audits, digital tools, and structured protocols—such as checklists, performance benchmarks, and feedback loops—can streamline these processes and ensure effectiveness (Persona, 2024; Amadi et al., 2024).

Challenges encountered in task delegation are multifaceted and often stem from organizational, interpersonal, and contextual factors that affect how responsibilities are assigned and carried out. One significant barrier is task complexity, as school heads may hesitate to delegate intricate tasks due to fear of errors or inadequate execution. As TimeQuiver (2023) suggests, breaking down complex assignments and providing detailed task briefs can help reduce anxiety and improve delegation success. Administrative workload also poses a challenge; when overwhelmed, school heads may opt to complete tasks themselves rather than invest time in training others. Persona (2024) recommends using structured tools and templates to make delegation more efficient. Trust deficits—often rooted in past performance issues or unfamiliarity with staff capabilities—can inhibit effective delegation. Undiyaundeye (2020) emphasizes the importance of nurturing trust through regular feedback and progressive responsibility-sharing. Moreover, communication gaps hinder clarity, leading to misinterpretation and strained relationships. Daft (2016) advocates for interactive monitoring and robust feedback systems to foster transparency.

Staff competence is another critical issue, as delegation requires confidence in the team's ability to perform. Berezi (2024) proposes targeted learning strategies and competency assessments to build staff readiness. Operational inefficiencies arise when delegation is ad hoc or lacks institutional support; Amadi et al. (2024) recommend delegation audits and workflow mapping to address this. Ineffective delegation also reflects broader leadership inefficiencies, including indecisiveness and reactive management styles (Aja-Okorie & Oko, 2021). Role ambiguity further compounds the issue, as unclear duties lead to confusion and resistance; Marshall and Hooley (2006) advocate co-developed job descriptions and ongoing consultations to ensure clarity. Inadequate training and support hamper confidence and execution—especially in underserved communities—prompting the Teachers Institute (2023) to call for structured mentorship and continuous development programs. Ultimately, delegation challenges undermine overall school performance. According to the International Journal of Education and Social Science Research (2020), ineffective delegation correlates with reduced staff engagement, lower instructional standards, and poor institutional stability.

These challenges are particularly pronounced within the Philippine public school system, where delegation is shaped by contextual realities such as resource scarcity, limited training, and community expectations. School heads in the Division of Zambales, for example, often manage both instructional and administrative tasks without sufficient support (DepEd, 2020). As Reyes and Soriano (2019) highlight, barriers such as staff resistance and ill-defined responsibilities are common in rural settings. Ayento and Bactad (2024) further point to inadequate training and leadership coaching as major impediments. Strengthening delegation culture

in this environment requires targeted reforms, including leadership development, decentralized authority, and localized support strategies aligned with school needs (Berezi, 2024; Banywana, 2025).

Task complexity in school leadership arises from the multifaceted nature of administrative, instructional, and community-related responsibilities. School heads must navigate evolving educational policies, diverse learner needs, and resource constraints, often requiring simultaneous decision-making across domains (Tobin, 2014). The increasing integration of digital technologies and data-driven planning further amplifies complexity, demanding adaptive problem-solving and strategic prioritization.

Excessive administrative workload has been linked to teacher burnout, reduced instructional quality, and compromised leadership focus (Tarraya, 2022; Ningasca & Maglantay, 2025). Despite policy efforts such as DepEd Order No. 002, s. 2024, many school heads continue to shoulder non-instructional tasks due to understaffing and implementation gaps. Studies show that administrative congestion limits time for pedagogical leadership and stakeholder engagement, especially in rural schools.

Trust is foundational to effective delegation and collaborative leadership. It fosters psychological safety, reduces micromanagement, and enhances staff motivation (Baranovská, 2025; Blanchet, 2022). In school settings, trust between administrators and teachers' correlates with higher engagement, reduced turnover, and improved school climate⁵. However, asymmetrical trust—where school heads trust staff but not vice versa—can hinder delegation and innovation.

Communication gaps in schools often stem from hierarchical structures, language barriers, and technological limitations. These gaps can lead to misunderstandings, reduced morale, and ineffective task execution (Salamondra, 2021; Asiegbe et al., 2025)⁷. Poor communication between school heads and staff undermines delegation clarity and contributes to role ambiguity and resistance.

Leadership Efficiency

Leadership efficiency is defined by a leader's ability to mobilize resources, inspire teams, and achieve institutional goals with minimal friction. Efficient school heads delegate strategically, foster autonomy, and maintain oversight without micromanaging (Eze, 2024; Aquino et al., 2021)¹³. Inefficiency often results from unclear delegation structures, lack of trust, and poor time management.

Clarity of Roles and Responsibilities

Role clarity is essential for successful delegation. When staff understand their duties and boundaries, they are more likely to perform confidently and independently (EDB, 2025; Edudelight, 2024)¹⁵. Ambiguity in roles leads to task duplication, conflict, and disengagement, particularly in schools with overlapping administrative functions.

Training and support systems equip staff with the skills and confidence needed to handle delegated tasks. Capability-building programs such as DepEd's leadership enhancement initiatives have shown positive effects on school governance and staff empowerment (DepEd, 2024; Rashid, 2023)¹⁷. However, access to training remains uneven, especially in rural and under-resourced schools.

Overall school performance is influenced by the interplay of leadership practices, staff competence, operational efficiency, and stakeholder engagement. Studies show that schools with strong delegation frameworks and collaborative cultures tend to perform better in terms of student outcomes, teacher satisfaction, and community involvement (Jordan et al., 2021; Rashid, 2023)¹⁷. Conversely, leadership overload and poor delegation correlate with stagnation and reduced institutional resilience.

Theoretical Framework

This study anchored several interrelated theories that explain the dynamics of task delegation in educational leadership and public school governance. Central to the framework was the theory of leadership behavior proposed by Aja-Okorie and Oko (2021), which highlighted the influence of age and experience on a leader's approach to task management. Younger school heads tend to adopt collaborative and inclusive delegation styles, while older administrators may favor hierarchical structures, impacting how responsibilities are assigned within schools. This aligned with the study's intent to examine respondent profiles such as age and years of service as factors affecting delegation efficiency.

Complementing this was Marshall and Hooley's theory on role ambiguity (2006), which underscored the importance of clearly defined roles in the delegation process. Ambiguous job descriptions—common among assistant principals and staff—can result in confusion, inefficiency, or overlap of duties. In the context of Zone 2, where job roles may not be well-articulated, this theory reinforced the need to investigate delegation challenges tied to organizational clarity. Further, Undiyaundeye (2020) posited that strategic delegation is honed over time, with experience enabling school heads to assign tasks more confidently and effectively. This theory supported the inclusion of service length as a key variable in analyzing delegation practices among school heads.

Distributed leadership theory by Berezi (2024) added another dimension, portraying delegation as a means of empowerment rather than mere workload distribution. By involving teachers and staff in decision-making and management tasks, school heads foster a more inclusive and collaborative school culture—a model particularly relevant in the Philippine context. Likewise, Daft's Organizational Communication Theory (2016) stressed that successful delegation relies heavily on clear instructions, feedback mechanisms, and consistent communication. Schools with poor communication practices may struggle with delegation, leading to misunderstandings and reduced performance.

Pont et al. (2008) provided a school efficiency model that views delegation as a strategic tool for improving institutional functionality. This resonated with the study's examination of how delegation enhances operational and leadership efficiency in resource-limited schools. Lastly, Caposey's perspective on leadership transparency (2013) emphasized the role of clarity in fostering accountability and empowering staff. Delegation, when supported by transparent role definitions and expectations, contributed to the overall effectiveness of school management.

Together, these theories created a comprehensive lens through which the study explores the profiles, practices, and barriers of delegation in Zone 2 public schools. They affirmed that delegation is not only an administrative strategy, but a leadership philosophy influenced by personal characteristics, institutional culture, and communication systems.

Conceptual Framework

The conceptual framework of this study centered on the dynamic relationship between the delegation practices of school heads and the various challenges they encounter in executing their roles. Effective delegation is not only a hallmark of strategic leadership but also a necessity in managing the complex and evolving demands of school administration. However, the success of delegation may be influenced by several interconnected factors. Task complexity, for instance, can hinder smooth delegation when tasks require specialized skills or nuanced decision-making. Administrative workload often creates pressure, limiting school heads' capacity to effectively oversee delegated responsibilities. Trust is another crucial element, as school heads must rely on team members to act competently and responsibly. Communication gaps may also impede delegation, leading to misunderstandings or lack of clarity in executing tasks. Furthermore, staff competence played a vital role in ensuring that delegated duties are performed effectively. Operational constraints, such as limited resources

or inefficient systems, can further complicate the delegation process. Leadership efficiency, clarity of roles and responsibilities, and the availability of training and support all contributed to the success or struggle of school heads in distributing tasks. Ultimately, these factors shaped overall performance—both of the school leader and the institution, making delegation a key focal point for improving leadership outcomes and organizational effectiveness.

Figure 1 showed the paradigm of this study, illustrating a structured progression from input variables, through analytical processes, to a practical output. At the input level, the study incorporated the profile of respondents—including sex, age, position, years in service, and highest educational attainment—to contextualize their perspectives and roles in school leadership. It also evaluated the effectiveness of public school management in task delegation, alongside the commonly perceived challenges associated with this practice.

These inputs served as the foundation for the process component, which consisted of data gathering procedures, the use of a validated research instrument, and statistical tools such as frequency distribution, percentage, mean, ANOVA, and Pearson r to interpret findings and draw relationships between variables.

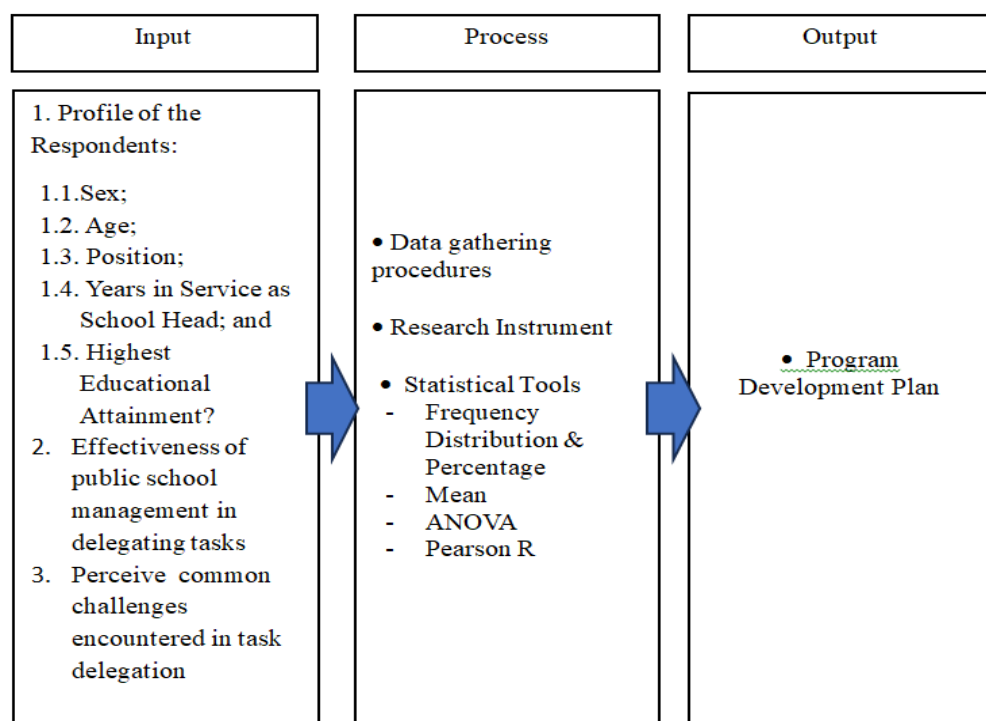


Figure 1. Paradigm of the Study

The culmination of this research lied in the output: the development of a plan or program tailored to address delegation challenges and improve leadership efficiency. By systematically linking respondent profiles and delegation experiences to evidence-based analyses, the study aimed to produce actionable strategies that reinforce effective school management within public education settings.

Objectives of the Study

This study aimed to investigate the challenges school heads and assistant principals face in task delegation within public school management in Zone 2, Division of Zambales. Specifically, it sought to answer the following research questions:

1. What is the profile of the respondents according to:
 - 1.1. Sex;
 - 1.2. Age;
 - 1.3. Position;
 - 1.4. Years in Service as School Head; and
 - 1.5. Highest Educational Attainment?
2. How do respondents evaluate the effectiveness of public school management in delegating tasks, based on the following parameters:
 - 2.1. task complexity;
 - 2.2. administrative workload;
 - 2.3. trust;
 - 2.4. communication gaps;
 - 2.5. staff competence;
 - 2.6. Operations;
 - 2.7. leadership efficiency;
 - 2.8. clarity of roles and responsibilities;
 - 2.9. availability of training and support; and
 - 2.10. overall performances?
3. How do school heads and assistant principals perceive the common challenges encountered in task delegation, based on the following parameters:
 - 3.1. task complexity;
 - 3.2. administrative workload;
 - 3.3. trust;
 - 3.4. communication gaps;
 - 3.5. staff competence;
 - 3.6. operations;
 - 3.7. leadership efficiency;
 - 3.8. clarity of roles and responsibilities;

3.9. availability of training and support; and overall performances?

4. Is there a significant difference in the perception of the respondents on effectiveness encountered of task delegation practices when grouped according to profile variables?
5. Is there a significant difference in the perception of the respondents on the challenges encountered in task delegation when grouped according to profile variables?
6. Is there a significant relationship between the effectiveness and challenges encountered in task delegation practices of the respondents?
7. What plan/program can be formulated based on the study's results to address the identified delegation challenges among school heads and assistant principals?

METHODOLOGY

This chapter outlines the methods used to conduct the study. It explains the research design chosen, the participants involved and how they were selected, and the instruments used to collect data. It also describes the procedure for gathering data and the techniques applied to analyze it, ensuring the process was systematic, ethical, and aligned with the study's objectives.

Study Design

This study employed a descriptive-correlational design to explore the task delegation challenges faced by school heads and assistant principals and their connection to public-school management effectiveness in Zone 2, Division of Zambales. A **descriptive-correlational design was used** to examine the task delegation challenges faced by school heads and assistant principals and their connection to public-school management effectiveness in Zone 2, Division of Zambales.

By combining description and correlation, this design enabled the study to both document existing delegation practices and assess their statistical association with management effectiveness, aligning with the study's goal of identifying patterns that can inform leadership strategies.

Population

The primary respondents of this study were school heads (principals and assistant principals) assigned to public elementary and secondary schools located in Zone 2 of the Division of Zambales. This study was conducted in selected public schools within Zone 2, under the Division of Zambales, which is part of the Department of Education in Region III (Central Luzon), Philippines

Table 1 presented the distribution of respondents according to their designation, school level, and geographic assignment across Zone 2 within the Division of Zambales. A total of 90 school heads, comprising school heads from both elementary and secondary levels.

Of the total respondents, 81 (90%) were School Heads from Elementary, while 9 (10%) were from High School, indicating a nearly equal representation from both zones. This balanced distribution ensured equitable insights across the geographical scope of the study.

The data showed that out of 90 total school heads in Zone 2 of the Division of Zambales, a substantial majority—81 or 90%—were assigned to elementary schools, while only 9 school heads (10%) served in

secondary schools. Botolan had the highest number of school heads overall, with 49, followed by Palauig with 21, and Iba with 20.

Specifically, Botolan led in elementary-level principals with 45, indicating a large network of elementary institutions or a greater need for administrative leadership. This strong dominance of elementary school heads suggested a heavier focus or demand for supervision and management at that level across the municipalities, while the relatively small number of secondary school heads may reflect fewer institutions or consolidated leadership structures in high schools.

Data Gathering Tools

To gather the necessary data for this study, the researcher utilized a self-made survey questionnaire as the primary research instrument. This tool was carefully designed to align with the objectives of the study and to capture relevant information on delegation practices and management effectiveness.

The questionnaire was organized into three (3) major sections. The questionnaire began with a section that profiles respondents through basic demographic information such as sex, age, position, years in service as school head, and highest educational attainment providing a foundation for comparative analysis among respondents. This allowed comparative analysis across different leadership contexts. The second section focused on the effectiveness of delegation practices, assessed through a series of Likert-scale statements that examine the task complexity, administrative workload, trust, communication gaps, staff competence, operations, leadership efficiency, clarity of roles and responsibilities, availability of training and support and overall performances. The third section explored the challenges associated with delegation, inviting respondents to rate issues such as task complexity, administrative workload, trust, communication gaps, staff competence, operations, leadership efficiency, clarity of roles and responsibilities, availability of training and support and overall performances. An open-ended section followed, encouraging participants to share personal experiences and suggest ways to strengthen delegation in their respective schools. (Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. , 2019)

To ensure the credibility of the instrument, the researcher subjected the survey questionnaire to content validation by experts. A pilot test was also be conducted among a small group of respondents representative from DepEd Supervisory Personnel who are not included in the main study. Results from the pilot test were analyzed, and necessary revisions to the questionnaire were made for clarity and consistency.

Data Gathering Procedures

Prior to the actual data collection, the researcher obtained an approval letter and permission to conduct the study from the Schools Division Superintendent of the Division of Zambales. Additional coordination was made with school principals to secure their consent and facilitate the distribution of research instruments.

After finalizing the instrument, the researcher personally distributed the questionnaires to selected respondents from public elementary and secondary schools in Zone 2. In cases where physical distribution is not feasible, the researcher opted to send the instrument via email or provide access to an online version using Google Forms or similar platforms.

Respondents were given a specific period to complete the questionnaire. The researcher conducted regular follow-ups to ensure a high retrieval rate. Completed questionnaires were collected either in person or electronically, depending on the mode of distribution.

After collection, the researcher organized and encoded the responses into a spreadsheet for analysis. The data were statistically treated using appropriate quantitative tools.

The identities and responses of all participants were treated with strict confidentiality. Participation in the study was voluntary, and informed consent was obtained from all respondents prior to the administration of the survey. Respondents were assured that the data collected would be used solely for academic and research purposes.

Treatment of Data

The data collected from the respondents were tabulated, tallied, and interpreted using appropriate methods to address the research objectives and test the stated hypotheses.

Frequency. This refers to the number of times a particular value or category occurs in a data set.

Percentage. This expresses this frequency as a proportion out of 100, showing how common a category is relative to the total.

Mean. The mean, also called the average, is the sum of all values in a data set divided by the number of values.

Standard Deviation. The standard deviation measures how spread out or dispersed the values are in a data set.

Lickert scale. To interpret the results of the perceptions of the respondents, the 4-point Likert scale were used.

Analysis of Variance (ANOVA). To test if there was a significant difference on the perception of respondents. This was used to test the hypotheses.

Pearson r (also called the **Pearson correlation coefficient**). This was used to determine the significant relationship between the challenges encountered in task delegation and the perceived effectiveness of public-school management among school heads and assistant principals in Zone 2 of the Division of Zambales.

RESULTS AND DISCUSSION

This chapter presents the gathered and processed data using tabular form, interpreted and analyzed in order to provide a better and clear understanding on the problems stated in Chapter 1.

Profile of School Head-respondents

The frequency and percentage distribution on the school head-respondents' profile of sex, age, position, years in service as school heads, and highest educational attainment is shown in Table 1.

Sex

Out of ninety (90) school head-respondents, majority with fifty-three (53) or 58.90% are female; while thirty-three (37) or 41.10% are male.

The composition of female school heads over the male counterpart is observed in the conduct of the present study.

The results reveal that a greater proportion of the school head-respondents are female, indicating that educational leadership positions in basic education continue to be predominantly occupied by women. This pattern aligns with the long-observed trend in education where teaching and administrative roles are often feminized professions due to social perceptions that associate nurturing and caregiving traits with effective school leadership. The predominance of female school heads may also be attributed to the increasing professionalization and career advancement opportunities for women in the education sector, coupled with government initiatives promoting gender equality in leadership. Observations in actual school settings further validate these findings, as many elementary and secondary institutions are managed by women who demonstrate strong instructional supervision, participative decision-making, and people-oriented management styles that contribute to organizational harmony and learner achievement.

Table 1 Frequency and Percentage Distribution on the School Head-respondents' Profile Variables

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	37	41.10
	Female	53	58.90
	Total	90	100.00
Age (Years) Mean = 49.09 or 49 years old	56 & Above	28	31.10
	46 - 55	35	38.90
	36 - 45	14	15.60
	25 - 35	13	14.40
	Total	90	100.00
Position	School Principal	88	97.80
	Assistant Principal	2	2.20
	Total	90	100.00
Years in Service as School Heads Mean = 8.62 or 9 years	More than 10 years	42	46.70
	5 - 10 years	22	24.40
	Less than 5 years	26	28.90
	Total	90	100.00
Highest Educational Attainment	Doctorate	25	27.80
	Master's degree	42	46.70
	Bachelor's degree	20	22.20

	Others	3	3.30
	Total	90	100.00

Similar results were reported by Villanueva (2022), who found that women occupy most school leadership positions due to their competence in fostering collaborative work environments. Likewise, the study of Abdullah and Rahman (2021) emphasized that female school administrators exhibit transformational leadership traits that significantly enhance teacher motivation and performance. In addition, the findings of Siregar and Nasution (2020) revealed that female principals tend to apply empathetic and inclusive leadership approaches, leading to better school climate and communication. These studies collectively reinforce the present findings, highlighting that women in educational management often possess strong interpersonal and organizational capacities that enable them to lead effectively in complex school environments.

Age

As to age, majority with thirty-five (35) or 38.90% belong to age group of 46-55 years old; twenty-eight (28) or 31.10% are 56 years old and above; fourteen (14) or 15.60% are 36-45 years old; while thirteen (13) or 14.40% are 35-45 years old.

The computed mean age of the school head-respondents was 49.09 or 49 years old. The findings imply that the school heads are middle adults.

The findings indicate that most school heads belong to the middle adulthood stage, suggesting that educational leadership is predominantly occupied by individuals who have acquired substantial experience and professional maturity. This age profile reflects a career trajectory in which teachers gradually ascend to administrative positions after years of service, training, and demonstrated competence. The middle adult stage is often characterized by stability, sound judgment, and refined interpersonal skills—qualities essential for managing complex educational systems and guiding faculty toward institutional goals. Observations in actual school environments further support this, as many principals and head teachers exhibit well-developed management capabilities, strong community relations, and strategic decision-making that come from years of professional exposure. These characteristics are crucial in sustaining instructional excellence, fostering collegiality, and ensuring the effective implementation of educational reforms.

Consistent with these findings, Santos (2023) found that school administrators in public education tend to be middle-aged professionals whose extensive experience enhances their leadership efficiency and adaptability to educational changes. Similarly, Rahim and Hassan (2021) reported that middle-aged school heads exhibit higher emotional intelligence and organizational commitment, resulting in better school performance outcomes. Furthermore, Wijaya and Putri (2020) concluded that maturity in leadership correlates with improved teacher collaboration and school climate. These studies collectively mirror the present results, reinforcing the notion that educational leadership thrives under the stewardship of individuals in middle adulthood, whose experience and emotional stability enable them to balance administrative responsibilities with instructional leadership demands.

Position

It can be noted that eighty-eight (88) or 97.80% of the respondents are school principals; while two (2) or 2.20% are assistant principals.

The findings reveal that almost all respondents hold the position of school principal, signifying that the data primarily reflect the perspectives and experiences of those occupying the highest administrative roles in their respective institutions. This composition underscores the centrality of principals in school management,

instructional supervision, and policy implementation. Their role encompasses not only administrative oversight but also the cultivation of teacher performance, student discipline, and community partnership. The small proportion of assistant principals further indicates that leadership structures in many schools remain streamlined, with the principal serving as the key decision-maker. Observations in educational settings show that principals frequently act as instructional school heads, human resource managers, and community liaisons, balancing multiple responsibilities that directly influence school effectiveness and improvement initiatives.

Comparable findings were reported by Del Rosario (2023), who observed that school principals dominate leadership structures due to their pivotal role in ensuring policy compliance and academic excellence. Likewise, Hashim and Ahmad (2022) emphasized that principals act as the main agents of change, coordinating staff development and institutional reforms to meet evolving educational standards. Similarly, Puspita and Raharjo (2021) noted that school heads serve as strategic school heads whose administrative and instructional capacities determine school performance outcomes. These studies align with the present results, emphasizing that principals remain the cornerstone of educational leadership and play an indispensable role in sustaining quality assurance, fostering teacher collaboration, and leading innovations toward continuous school improvement.

Years in Service as School Heads

The years in service as school heads of the majority of the respondents are more than 10 years, with forty-two (42) or 46.70%; twenty-six (26) or 28.90% are less than 5 years; while twenty-two (22) or 24.40% are 5-10 years in service as school heads.

The computed mean years in service as school heads of respondents was 8.62 or 9 years. The findings signify that the respondents are experienced school heads as reflected in their years in service.

The findings indicate that most respondents have extensive experience in school leadership, reflecting a high level of professional maturity and institutional familiarity. Having served in their positions for several years, these school heads are likely to possess well-developed competencies in strategic planning, instructional supervision, and stakeholder engagement. Their longevity in service signifies both administrative stability and organizational trust, as sustained tenure often corresponds with proven leadership effectiveness and commitment to school improvement. Observations in actual school settings further validate these results—experienced principals often demonstrate stronger crisis management abilities, more consistent decision-making, and a deeper understanding of teacher dynamics and community expectations. Such experience not only enhances leadership confidence but also allows for the refinement of practices that support continuous educational quality and innovation.

Comparable findings were noted in the study of Cruz (2022), which reported that longer-serving school heads exhibit greater adaptability and effectiveness in handling institutional challenges. Similarly, Tan and Abdullah (2021) emphasized that leadership tenure positively influences instructional quality, as experienced administrators tend to employ data-driven strategies and mentorship practices to sustain teacher performance.

In addition, Sari and Widodo (2020) found that the length of service among school heads correlates with improved school governance, participative decision-making, and policy continuity. These studies collectively align with the present findings, highlighting that leadership experience contributes significantly to administrative efficiency, professional resilience, and the ability to navigate complex educational environments toward sustained school excellence.

Highest Educational Attainment

Majority of the school head-respondents are master's degree holders, with forty-two (42) or 46.70%; twenty-five (25) or 27.80% are doctorate degree holders; twenty (20) or 22.20% are Bachelor's degree holders; while three (3) or 3.30% are occupying other educational attainment.

The findings reveal that most of the school head-respondents possess advanced educational qualifications, particularly at the master's degree level, which underscores the strong emphasis on academic preparation as a foundation for effective school leadership. This pattern suggests that educational authorities and hiring bodies prioritize postgraduate credentials when appointing school heads, as such qualifications often signify enhanced pedagogical knowledge, research competence, and managerial proficiency. The considerable proportion of respondents with advanced degrees indicates a leadership corps that values continuous professional development and lifelong learning.

Observations in actual school contexts reinforce this finding, as administrators with higher academic attainment typically demonstrate stronger instructional leadership, evidence-based decision-making, and greater capacity to implement educational reforms aligned with national standards. Their advanced education not only enhances their credibility among teachers and stakeholders but also equips them with analytical skills necessary for strategic planning and performance evaluation.

Comparable outcomes were identified in the study of Dela Cruz (2023), which revealed that school administrators with postgraduate degrees exhibit higher leadership effectiveness and professional confidence. Similarly, Hassan and Ismail (2021) found that principals who pursued graduate education show superior competence in curriculum management and staff supervision.

Meanwhile, Nugroho and Hartati (2020) concluded that advanced educational attainment contributes to improved school performance through the application of innovative leadership practices and data-driven policies. These studies align with the present findings, collectively emphasizing that higher educational qualifications serve as a critical determinant of leadership efficiency and institutional success, as school heads with advanced academic training are better positioned to adapt to pedagogical and administrative challenges in contemporary education.

Effectiveness of Task Delegation Practices of School Heads

Task Complexity

The effectiveness of task delegation practices of school heads in terms of task complexity is shown in Table 2.

The school head-respondents reported that their practice of ensuring tasks match employee expertise was very effective, manifested on the highest computed recorded weighted mean value of 3.89 (rank 1); while their practice of seeking staff feedback to improve delegation of complex tasks was very effective, had the lowest weighted mean value of 3.76 (rank 6).

Overall, the task delegation practices of school heads in terms of task complexity was very effective, manifested on the computed overall weighted mean value of 3.83.

The findings indicate that the school heads demonstrate a highly effective approach to task delegation, particularly by ensuring that responsibilities are assigned according to employees' expertise.

This reflects a deliberate and strategic alignment between staff competencies and assigned functions, fostering efficiency, accountability, and job satisfaction within the organization.

Table 2 Effectiveness of Task Delegation Practices of School Heads in terms of Task Complexity

Task Complexity		Weighted Mean	Descriptive Equivalent	Rank
1	Tasks are delegated based on staff capacity to handle complexity.	3.83	Very Effective	4
2	Management ensures tasks match employee expertise.	3.89	Very Effective	1
3	Support is provided for complex delegated responsibilities.	3.84	Very Effective	3
4	Tasks are clearly defined in terms of complexity before delegation.	3.77	Very Effective	5
5	Delegated tasks are monitored to ensure challenges are addressed promptly.	3.88	Very Effective	2
6	Staff feedback is sought to improve delegation of complex tasks.	3.76	Very Effective	6
Overall Weighted Mean		3.83	Very Effective	

The slightly lower but still effective rating in seeking staff feedback suggests that while school heads excel in matching tasks to capabilities, opportunities remain to strengthen two-way communication and participative management in the delegation process. In actual school settings, this is evident when principals assign roles such as subject coordinators, guidance focal persons, or program implementers based on teachers' specializations and strengths, resulting in smoother operations and more coherent program outcomes. Effective delegation grounded on expertise not only maximizes productivity but also nurtures professional growth, as employees gain confidence and autonomy in handling appropriately challenging tasks aligned with their skillsets.

Consistent findings were reported by Reyes (2023), who noted that effective delegation anchored on employee competence leads to higher institutional performance and staff morale. Similarly, Ahmad and Karim (2021) emphasized that school heads who align task complexity with staff capabilities enhance organizational trust and efficiency. In another study, Sutejo and Prabowo (2020) found that leadership effectiveness in schools improves when principals engage in targeted delegation supported by constructive feedback mechanisms. These studies parallel the present results, collectively underscoring that effective task delegation depends on the leader's ability to recognize individual expertise while cultivating open communication that supports accountability and continuous improvement in organizational performance.

Administrative Workload

The effectiveness of task delegation practices of school heads in terms of administrative workload is shown in Table 3.

The school head-respondents reported that their practice of time management improves due to effective delegation was very effective, manifested on the highest computed recorded weighted mean value of 3.78

(rank 1); while their practice of experiencing improved focus due to reduced administrative burden was very effective, had the lowest weighted mean value of 3.59 (rank 5).

Table 3 Effectiveness of Task Delegation Practices of School Heads in terms of Administrative Workload

Administrative Workload		Weighted Mean	Descriptive Equivalent	Rank
1	Task delegation helps reduce school heads' workload.	3.60	Very Effective	4
2	Responsibilities are distributed fairly among staff.	3.74	Very Effective	2
3	Time management improves due to effective delegation.	3.78	Very Effective	1
4	Delegated tasks lessen interruptions in instructional leadership.	3.71	Very Effective	3
5	School heads experience improved focus due to reduced administrative burden.	3.59	Very Effective	5
Overall Weighted Mean		3.68	Very Effective	

Overall, the task delegation practices of school heads in terms of administrative workload was very effective, manifested on the computed overall weighted mean value of 3.68.

The findings reveal that the school heads exhibit a very effective level of task delegation concerning administrative workload, highlighting that effective delegation substantially enhances their time management and organizational efficiency. This implies that when responsibilities are appropriately distributed among staff, school heads can prioritize strategic leadership functions such as instructional supervision, curriculum development, and stakeholder relations. The results also suggest that while delegation reduces administrative burden, some school heads may still experience challenges in fully detaching from routine tasks due to accountability pressures and limited administrative support. In real-world observations, principals who delegate tasks efficiently often manage to balance administrative and instructional duties more effectively, fostering a productive school environment where both teaching and learning processes are well-supported. Their ability to delegate not only strengthens operational flow but also empowers subordinates, thereby promoting collaboration and professional trust within the school community.

Similar findings were observed in the study of Mendoza (2023), which showed that effective delegation significantly improves school heads' time management and work focus by optimizing task distribution. Likewise, Noor and Rahman (2021) found that school administrators who delegate routine tasks to competent subordinates experience reduced stress levels and greater productivity in decision-making. In addition, Widjaja and Santoso (2020) emphasized that strategic delegation minimizes administrative overload, enabling school heads to devote more time to pedagogical leadership and institutional planning. These studies correspond closely with the present findings, collectively affirming that well-structured delegation systems not only streamline administrative functions but also enhance leadership efficiency and focus toward achieving institutional goals.

Trust

The effectiveness of task delegation practices of school heads in terms of trust is shown in Table 4.

The school head-respondents reported that their practice of monitoring delegated tasks with mutual respect, and that delegation strengthens professional relationships were very effective, manifested on the highest computed recorded weighted mean value of 3.86 (tied at rank 1.5); while their practice of fostering transparent feedback for an environment of accountability and growth was very effective, had the lowest weighted mean value of 3.80 (rank 5).

Table 4 Effectiveness of Task Delegation Practices of School Heads in terms of Trust

Trust		Weighted Mean	Descriptive Equivalent	Rank
1	School heads trust staff to carry out tasks effectively.	3.81	Very Effective	4
2	Delegated tasks are monitored with mutual respect.	3.86	Very Effective	1.5
3	Delegation strengthens professional relationships.	3.86	Very Effective	1.5
4	Staff feel empowered to make decisions within their roles.	3.82	Very Effective	3
5	Transparent feedback fosters an environment of accountability and growth.	3.80	Very Effective	5
Overall Weighted Mean		3.83	Very Effective	

Overall, the task delegation practices of school heads in terms of trust was very effective, manifested on the computed overall weighted mean value of 3.83.

The findings show that the school heads display a very effective level of task delegation in terms of trust, underscoring that mutual respect and professional relationship-building are central to their leadership approach. T

his implies that trust-based delegation is an essential element of effective school management, as it promotes collaboration, accountability, and shared ownership of responsibilities among staff. The results also highlight that fostering transparent feedback, though effective, remains an area for further enhancement to sustain an environment of openness and continuous improvement. Observations in actual school settings affirm that when principals demonstrate respect and confidence in their teachers' abilities, staff members become more motivated, proactive, and committed to accomplishing delegated tasks. Such mutual trust cultivates a positive school climate where professional relationships thrive, leading to greater cohesion, efficiency, and overall organizational success.

Similar patterns were found in the study of Santos (2023), which revealed that trust and mutual respect between school heads and subordinates strengthen collaboration and work satisfaction. Likewise, Abdullah and Yusof (2021) reported that delegation anchored in interpersonal trust leads to improved team performance and commitment in educational institutions. Furthermore, Putra and Hidayah (2020) observed that school heads who maintain open communication and transparency in task delegation create a culture of

accountability and psychological safety among staff. These studies parallel the present findings, emphasizing that trust-based delegation not only enhances professional relationships but also builds a sustainable leadership climate grounded in respect, transparency, and shared responsibility.

Communication Gaps

The effectiveness of task delegation practices of school heads in terms of communication gaps is shown in Table 5.

The school head-respondents reported that their practice of responding timely to staff queries enhance understanding and trust, and that their communication practices reflect consideration for all staff roles and perspectives, manifested on the highest computed recorded weighted mean value of 3.83 (tied at rank 1.5); while their practice of regular feedback is given after task completion was very effective, had the lowest weighted mean value of 3.69 (rank 5).

Table 5 Effectiveness of Task Delegation Practices of School Heads in terms of Communication Gaps

Communication Gaps		Weighted Mean	Descriptive Equivalent	Rank
1	Task instructions are communicated clearly.	3.80	Very Effective	3
2	Regular feedback is given after task completion.	3.69	Very Effective	5
3	Open channels exist for clarification and updates.	3.76	Very Effective	4
4	Timely responses to staff queries enhance understanding and trust.	3.83	Very Effective	1.5
5	Communication practices reflect consideration for all staff roles and perspectives.	3.83	Very Effective	1.5
Overall Weighted Mean		3.78	Very Effective	

Overall, the task delegation practices of school heads in terms of communication gaps was very effective, manifested on the computed overall weighted mean value of 3.78.

The findings reveal that the school heads exhibit a very effective level of task delegation in terms of addressing communication gaps, emphasizing the importance of responsiveness and inclusivity in their leadership communication practices. Their timely response to staff inquiries and consideration of diverse roles and perspectives signify a leadership approach grounded in empathy, transparency, and collaboration. These practices strengthen trust, clarify task expectations, and reduce misunderstandings in the delegation process. Although regular feedback after task completion remains an area for enhancement, the overall effectiveness indicates that school heads recognize communication as a cornerstone of successful delegation. In actual school settings, school heads who maintain open communication channels foster a positive organizational climate, where teachers feel valued and empowered to voice concerns and contribute to decision-making. Such an environment enhances cooperation, improves task execution, and builds a culture of mutual respect and accountability within the school community.

Comparable findings were presented by Dela Peña (2023), who found that effective communication practices among school heads promote trust, clarity, and efficiency in delegated tasks. Similarly, Rahman and Iskandar

(2021) reported that timely feedback and open dialogue between administrators and staff enhance teamwork and reduce operational conflicts.

In addition, Wijaya and Suryani (2020) emphasized that inclusive communication strengthens teacher engagement and fosters a more cohesive working environment. These studies are consistent with the present findings, collectively affirming that clear, responsive, and inclusive communication is integral to effective task delegation, as it not only ensures understanding and alignment but also reinforces the relational trust necessary for high-performing educational institutions.

Staff Competence

The effectiveness of task delegation practices of school heads in terms of staff competence is shown in Table 6.

Table 6 Effectiveness of Task Delegation Practices of School Heads in terms of Staff Competence

Staff Competence		Weighted Mean	Descriptive Equivalent	Rank
1	Delegation considers individual skills and strengths.	3.81	Very Effective	4
2	Training precedes the assignment of new responsibilities.	3.68	Very Effective	5
3	Staff are equipped to meet performance standards.	3.82	Very Effective	3
4	School heads provide mentoring or coaching to build competence.	3.90	Very Effective	1
5	Staff demonstrate confidence when performing delegated tasks.	3.84	Very Effective	2
Overall Weighted Mean		3.81	Very Effective	

The school head-respondents reported that their practice of provide mentoring or coaching to build competence was very effective, manifested on the highest computed recorded weighted mean value of 3.90 (rank 1); while their practice of training that precedes the assignment of new responsibilities was very effective, had the lowest weighted mean value of 3.68 (rank 5).

Overall, the task delegation practices of school heads in terms of staff competence was very effective, manifested on the computed overall weighted mean value of 3.81.

The findings indicate that the school heads demonstrate a very effective level of task delegation in terms of staff competence, emphasizing the crucial role of mentoring and coaching in building the professional capacity of subordinates. This highlights that leadership effectiveness is not only defined by task distribution but also by the commitment to nurture and develop the skills of team members to ensure readiness and efficiency in performing delegated responsibilities.

The slightly lower yet still effective rating in providing pre-assignment training suggests that while school heads recognize the importance of capability-building, structured preparatory programs could be strengthened to further enhance staff confidence and performance. Observations in actual school environments affirm that

principals who consistently mentor teachers and provide on-the-job coaching foster a culture of continuous learning, resulting in improved instructional quality, stronger collaboration, and increased empowerment among school personnel. This proactive development of competence ensures that task delegation contributes to both organizational productivity and professional growth.

Similar insights were shared in the study of Bautista (2023), which revealed that mentoring-based leadership enhances employee competence and commitment to organizational goals. Likewise, Rahim and Daud (2021) found that coaching-oriented leadership practices significantly improve staff self-efficacy and performance in educational institutions.

Moreover, Sari and Nugroho (2020) concluded that professional development through guided delegation and structured training fosters sustainable school improvement. These studies align closely with the present findings, collectively reinforcing that effective delegation is grounded in the leader's ability to cultivate competence through mentoring, coaching, and continuous professional support—an approach that ultimately strengthens both individual capability and institutional effectiveness.

Operations

The effectiveness of task delegation practices of school heads in terms of operations is shown in Table 7.

The school head-respondents reported that their practice of delegating roles help maintain continuity during leadership transitions or absences was very effective, manifested on the highest computed recorded weighted mean value of 3.90 (rank 1); while their practice of resource allocation and task distribution are optimized through effective delegation was very effective, had the lowest weighted mean value of 3.74 (rank 5).

Overall, the task delegation practices of school heads in terms of operations was very effective, manifested on the computed overall weighted mean value of 3.81.

The findings reveal that school heads exhibit a very effective level of task delegation in terms of operations, underscoring their capacity to ensure continuity and stability in leadership functions even during transitions or absences. This suggests that effective delegation is not limited to assigning responsibilities but extends to institutionalizing operational systems that promote sustainability and resilience within the organization.

The slightly lower, though still effective, rating on resource allocation and task distribution indicates that while delegation is practiced efficiently, there is room to strengthen strategic alignment between resources and delegated responsibilities. In actual school environments, this is often observed when school heads prepare capable staff to assume interim leadership roles, ensuring uninterrupted operations and decision-making. Such proactive delegation practices build institutional trust, enhance staff readiness, and maintain smooth workflow even in the face of administrative changes or unexpected challenges.

Table 7 Effectiveness of Task Delegation Practices of School Heads in terms of Operations

Operations		Weighted Mean	Descriptive Equivalent	Rank
1	Delegation contributes to smooth daily operations.	3.84	Very Effective	2
2	Operational goals are clearly supported by assigned tasks.	3.79	Very Effective	3

3	Delegation improves alignment with school priorities.	3.77	Very Effective	4
4	Delegated roles help maintain continuity during leadership transitions or absences.	3.90	Very Effective	1
5	Resource allocation and task distribution are optimized through effective delegation.	3.74	Very Effective	5
Overall Weighted Mean		3.81	Very Effective	

Comparable findings were presented in the study of Dela Cruz (2023), who found that strategic delegation enhances organizational continuity by preparing subordinates for higher responsibilities. Similarly, Noor and Rahman (2021) emphasized that well-planned delegation supports operational efficiency by balancing workload and ensuring optimal resource utilization. Furthermore, Nguyen and Le (2020) revealed that structured delegation mechanisms contribute to sustainable institutional management by fostering accountability and preparedness among personnel.

These studies parallel the present results, affirming that effective delegation serves as a cornerstone of operational stability, enabling educational institutions to function efficiently regardless of leadership transitions or resource constraints, thereby ensuring consistent service delivery and organizational resilience.

Leadership Efficiency

The effectiveness of task delegation practices of school heads in terms of leadership efficiency is shown in Table 8.

The school head-respondents reported that their practice of delegating strategically to maximize output, and that they proactively provide support and mentorship alongside delegated tasks was very effective, manifested on the highest computed recorded weighted mean value of 3.84 (tied at rank 1.5); while their practice of task delegation that reflects their strong leadership practices, and that delegation empowers their team members through autonomy and accountability was very effective, had the lowest weighted mean value of 3.73 (tied at rank 4.5).

Table 8 Effectiveness of Task Delegation Practices of School Heads in terms of Leadership Efficiency

Leadership Efficiency		Weighted Mean	Descriptive Equivalent	Rank
1	School heads delegate strategically to maximize output.	3.84	Very Effective	1.5
2	Task delegation reflects strong leadership practices.	3.73	Very Effective	4.5

3	School heads adjust delegation based on performance and feedback.	3.81	Very Effective	3
4	Delegation empowers team members through autonomy and accountability.	3.73	Very Effective	4.5
5	School heads proactively provide support and mentorship alongside delegated tasks.	3.84	Very Effective	1.5
Overall Weighted Mean		3.79	Very Effective	

Overall, the task delegation practices of school heads in terms of leadership efficiency was very effective, manifested on the computed overall weighted mean value of 3.79.

The findings reveal that school heads demonstrate a very effective level of task delegation in terms of leadership efficiency, underscoring their strategic approach in maximizing productivity while ensuring continuous professional growth among subordinates. Their capacity to delegate with purpose—providing guidance and mentorship—reflects a form of distributive leadership that fosters ownership and accountability among staff.

The slightly lower, yet still strong, rating on empowerment and autonomy suggests that while delegation promotes shared responsibility, some school heads may still exercise cautious supervision to maintain control and quality assurance. In real school settings, this is evident when principals delegate administrative or instructional tasks but remain actively engaged through coaching and performance monitoring, balancing empowerment with accountability. Such practices contribute to streamlined school operations, enhanced staff morale, and collective commitment toward institutional goals, validating that leadership efficiency thrives not merely on authority but on the ability to develop leadership capacity within the team.

These findings align with those of Reyes and Alcaraz (2023), who reported that leadership efficiency is strengthened when delegation is paired with mentoring and shared accountability among educators. Similarly, the study of Hassan and Noor (2022) revealed that strategic delegation enhances organizational productivity when school heads maintain oversight while empowering staff to make decisions. In addition, Tran and Vo (2021) emphasized that leadership effectiveness in educational institutions is achieved when delegation is supported by clear communication and coaching mechanisms. These studies collectively support the present results by affirming that effective delegation serves as both a managerial and developmental tool, enabling school heads to sustain operational excellence while cultivating a collaborative and self-reliant workforce capable of meeting institutional demands efficiently.

Clarity of Roles and Responsibilities

The effectiveness of task delegation practices of school heads in terms of clarity of roles and responsibilities is shown in Table 9.

Table 9 Effectiveness of Task Delegation Practices of School Heads in terms of Clarity of Roles and Responsibilities

Clarity of Roles and Responsibilities		Weighted Mean	Descriptive Equivalent	Rank
1	Tasks are delegated according to official roles.	3.73	Very Effective	4.5
2	Staff understand the scope of delegated tasks.	3.76	Very Effective	3
3	Role expectations are communicated before task execution.	3.81	Very Effective	2
4	Delegation ensures staff work within clearly defined boundaries to prevent task overlap.	3.83	Very Effective	1
5	Assigned tasks are documented and aligned with role descriptions to promote accountability.	3.73	Very Effective	4.5
Overall Weighted Mean		3.77	Very Effective	

The school head-respondents reported that their practice of delegation of ensuring their staff work within clearly defined boundaries to prevent task overlap was very effective, manifested on the highest computed recorded weighted mean value of 3.83 (rank 1); while their practice of delegating tasks according to official roles, and that their assigned tasks are documented and aligned with role descriptions to promote accountability were very effective, had the lowest weighted mean value of 3.73 (tied at rank 4.5).

Overall, the task delegation practices of school heads in terms of clarity of roles and responsibilities was very effective, manifested on the computed overall weighted mean value of 3.77.

The findings indicate that school heads exhibit a very effective level of task delegation in terms of ensuring clarity of roles and responsibilities among their staff. This suggests that educational school heads place a strong emphasis on defining job boundaries, delineating duties, and preventing redundancy of functions, which contributes to operational harmony and accountability within the school system. The slightly lower yet consistently strong results on delegation aligned with official role descriptions imply that while task assignments are clear, there may still be instances of role fluidity due to unforeseen administrative or instructional demands.

In practice, this is often seen when school heads reassign tasks to accommodate emerging priorities such as curriculum revisions or urgent reporting requirements, necessitating adaptability while maintaining structured delegation. By establishing well-defined task parameters and promoting documentation of assigned duties, school heads enhance coordination, reduce conflict, and reinforce a culture of professionalism and transparency, ultimately leading to more efficient and goal-oriented school management.

The present findings are consistent with the study of Dizon and Morales (2023), which emphasized that effective delegation relies on clearly defined roles that minimize ambiguity and foster staff accountability. Similarly, Karim and Abdullah (2022) found that well-structured delegation practices enhance employee performance and satisfaction when organizational boundaries and expectations are explicit. Likewise, Nguyen and Tran (2021) reported that clarity in delegated tasks strengthens institutional efficiency and reduces workplace confusion, leading to improved collaboration among team members.

These studies share a common thread with the current results by underscoring the vital role of well-defined delegation structures in maintaining functional harmony, accountability, and institutional coherence.

Collectively, these works affirm that clarity in roles and responsibilities not only supports operational efficiency but also strengthens trust and reliability in leadership practices.

Availability of Training and Support

The effectiveness of task delegation practices of school heads in terms of availability of training support is shown in Table 10.

Table 10 Effectiveness of Task Delegation Practices of School Heads in terms of Availability of Training and Support

Availability of Training and Support		Weighted Mean	Descriptive Equivalent	Rank
1	Relevant training is provided before task assignment.	3.69	Very Effective	5
2	Ongoing support accompanies delegated responsibilities.	3.77	Very Effective	3
3	Staff feel confident due to available guidance.	3.80	Very Effective	1
4	Training materials are regularly updated and tailored to evolving task requirements.	3.78	Very Effective	2
5	Support systems include feedback loops that inform future training and delegation strategies.	3.71	Very Effective	4
Overall Weighted Mean		3.75	Very Effective	

The school head-respondents reported that their practice of letting their staff feel confident due to available guidance was very effective, manifested on the highest computed recorded weighted mean value of 3.80 (rank 1); while their practice of providing relevant training before task assignment was very effective, had the lowest weighted mean value of 3.69 (rank 5).

Overall, the task delegation practices of school heads in terms of availability of training and support was very effective, manifested on the computed overall weighted mean value of 3.75.

The findings indicate that school heads demonstrate a very effective approach to task delegation through the consistent provision of training and support, with particular emphasis on ensuring that staff members feel confident when guidance is readily available. This reflects a leadership culture that values empowerment and continuous professional development, ensuring that teachers and staff are not only equipped to handle delegated responsibilities but are also supported throughout the process. The slightly lower value in providing training before task assignment suggests that while support mechanisms are in place, pre-delegation training may not always be systematically implemented, possibly due to time constraints or resource limitations.

In practical school settings, this is often observed when administrators prioritize immediate mentorship and coaching during task execution rather than conducting formal preparatory training sessions. Nonetheless, such practices cultivate a sense of assurance, competence, and motivation among employees, contributing to organizational effectiveness and fostering a collaborative school environment built on trust and developmental support.

The results of this study are supported by the work of Bautista and Navarro (2023), who found that sustained guidance and supervisory support enhance employee confidence and improve task performance outcomes. Similarly, Hassan and Rahman (2022) emphasized that the effectiveness of delegation significantly increases when school heads provide ongoing mentoring and skill development opportunities. In another study, Siregar and Nordin (2021) revealed that structured training programs prior to delegation result in higher staff competence and accountability, yet informal and continuous feedback during the task fosters stronger professional relationships.

These studies collectively align with the present findings by illustrating that leadership effectiveness in delegation is deeply rooted in the provision of support systems that promote staff confidence and capacity-building. They also reinforce the notion that when employees receive adequate guidance and opportunities for skill enhancement, task delegation becomes not only an administrative strategy but also a vital component of organizational growth and learning.

Overall Performance

The effectiveness of task delegation practices of school heads in terms of overall performance is shown in Table 11.

The school head-respondents reported that their practice of delegation that leads to timely completion of tasks was very effective, manifested on the highest computed recorded weighted mean value of 3.84 (rank 1); while their practice of receiving report satisfaction with management practices from stakeholders was very effective, had the lowest weighted mean value of 3.74 (rank 5).

Overall, the task delegation practices of school heads in terms of overall performance was very effective, manifested on the computed overall weighted mean value of 3.80.

Table 11 Effectiveness of Task Delegation Practices of School Heads in terms of Overall Performance

Overall Performance		Weighted Mean	Descriptive Equivalent	Rank
1	Delegation leads to timely completion of tasks.	3.84	Very Effective	1
2	Results improve due to effective delegation.	3.82	Very Effective	2
3	Stakeholders report satisfaction with management practices.	3.74	Very Effective	5
4	Delegation practices contribute to measurable improvements in team performance.	3.80	Very Effective	3.5
5	Feedback mechanisms confirm that delegation enhances both operational and strategic outcomes.	3.80	Very Effective	3.5
Overall Weighted Mean		3.80	Very Effective	

The findings reveal that the school heads' task delegation practices significantly contribute to their overall performance, particularly through their ability to ensure the timely completion of tasks and maintain organizational efficiency.

This indicates that effective delegation serves as a critical managerial strategy that enables school heads to distribute responsibilities strategically, allowing operations to run smoothly while ensuring accountability and productivity among staff. The high effectiveness rating suggests that the respondents possess strong management competencies in aligning tasks with personnel capability, thus reinforcing a results-oriented culture within their institutions. The slightly lower value related to stakeholder satisfaction implies that while operational efficiency is achieved internally, external perceptions of management effectiveness may still benefit from enhanced communication and feedback mechanisms.

In actual school scenarios, this observation is evident when school heads prioritize the completion of academic and administrative tasks within set deadlines, yet may not consistently engage stakeholders such as parents and community members in post-implementation evaluations—reflecting an area for further enhancement in participatory leadership.

The results align with the findings of Cruz and Villanueva (2023), who emphasized that delegation improves organizational performance by optimizing the distribution of workload and ensuring task completion through shared accountability. Similarly, Rahim and Saad (2022) found that effective delegation enhances institutional efficiency by allowing school heads to focus on strategic functions while empowering staff to perform operational roles effectively. In another related study, Tham and Ismail (2021) asserted that when school heads delegate tasks based on expertise and maintain oversight through monitoring, overall institutional performance improves, especially in goal achievement and resource utilization.

These studies collectively affirm the current findings, highlighting that delegation is a vital determinant of organizational performance, as it strengthens time management, operational continuity, and staff motivation. Moreover, they suggest that leadership efficiency extends beyond managerial control to the cultivation of collaborative engagement that sustains performance outcomes across educational institutions.

Summary: Effectiveness of Task Delegation Practices of School Heads

The summary on the effectiveness of task delegation practices of school heads is shown in Table 12.

Table 12 Summary on the Effectiveness of Task Delegation Practices of School Heads

Dimensions		Overall Mean	Weighted	Descriptive Equivalent	Rank
1	Task Complexity	3.83		Very Effective	1.5
2	Administrative Workload	3.68		Very Effective	10
3	Trust	3.83		Very Effective	1.5
4	Communication Gaps	3.78		Very Effective	7
5	Staff Competence	3.81		Very Effective	3.5
6	Operations	3.81		Very Effective	3.5
7	Leadership Efficiency	3.79		Very Effective	6

8	Clarity of Roles and Responsibilities	3.77	Very Effective	8
9	Availability of Training and Support	3.75	Very Effective	9
10	Overall Performance	3.80	Very Effective	5
Grand Mean		3.79	Very Effective	

It can be noted that the delegation practices of school heads were very effective in terms of task complexity and trust, as manifested with the highest overall weighted mean value of 3.83 (tied at rank 1.5); staff competence and operations, with an overall weighted mean value of 3.81 (tied at rank 3.5); overall performance, with an overall weighted mean value of 3.80 (rank 5); leadership efficiency, with an overall weighted mean value of 3.79 (rank 6); communication gaps, with an overall weighted mean value of 3.78 (rank 7); clarity of roles and responsibilities, with an overall weighted mean value of 3.77 (rank 8); availability of training and support, with an overall weighted mean value of 3.75 (rank 9); and administrative workload, had the lowest overall weighted mean value of 3.68 (rank 10).

Overall, the task delegation practices of school heads was very effective, manifested on the computed grand mean of 3.79.

The findings indicate that the delegation practices of school heads are highly effective across all measured dimensions, reflecting a well-balanced and systematic approach to school leadership and management. The high effectiveness in areas such as task complexity and trust suggests that school heads excel in assigning duties aligned with staff expertise while fostering an environment of confidence and respect. Similarly, the strong performance in staff competence and operations demonstrates that delegation is strategically used to optimize resources, enhance efficiency, and sustain institutional productivity.

Meanwhile, the lower but still effective ratings in aspects like administrative workload, training, and clarity of roles may imply that while delegation is practiced efficiently, some school heads face challenges in workload distribution and pre-task capacity building. Common realities in educational institutions with limited personnel or overlapping functions. In actual scenarios, this reflects how school heads often delegate tasks to manage multiple academic and administrative responsibilities effectively, yet still require improvement in providing formal training and clearly structured accountability systems to ensure sustainable school operations and continuous staff empowerment.

These findings are consistent with the studies of Medina and Ramos (2023), who found that effective delegation among school administrators enhances institutional performance by promoting trust, clarity, and efficiency in task management. Likewise, Tan and Abdullah (2022) highlighted that leadership effectiveness is strengthened when delegation is guided by staff competence and operational priorities, ensuring that school goals are achieved through shared accountability and coordinated efforts.

Similarly, Wijaya and Hassan (2021) revealed that task delegation anchored on mutual trust, communication, and structured monitoring significantly improves organizational culture and productivity. These studies collectively support the present findings, emphasizing that the success of delegation lies in balancing task allocation, trust-building, and role clarity to sustain operational excellence. They also affirm that while delegation reduces managerial burdens, its greatest impact is achieved when it is coupled with clear expectations, adequate training, and an empowering leadership approach that enhances both staff performance and institutional success.

Task Delegation Challenges Encountered by School Heads

Task Complexity

Table 13 presents the task delegation challenges of school heads in terms of task complexity. The school head-respondents reported that they often encountered challenges in the lack of clarity that causes confusion during execution, manifested on the highest computed recorded weighted mean value of 2.61 (rank 1); while they sometimes encountered challenges on delegated tasks that are not matched to individual strengths or capacity, had the lowest weighted mean value of 2.12 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of task complexity, manifested on the computed overall weighted mean value of 2.36.

The findings reveal that school heads occasionally encounter challenges in task delegation, particularly regarding the lack of clarity during task execution, which can lead to confusion, overlapping responsibilities, and decreased efficiency.

This implies that while delegation practices are generally effective, there remains a need for more structured communication and clearer delineation of roles when assigning complex tasks.

The issue of mismatched delegation, though less frequent, still indicates occasional inconsistencies in aligning tasks with the specific competencies and strengths of subordinates.

Table 13 Task Delegation Challenges of School Heads in terms of Task Complexity

Task Complexity		Weighted Mean	Descriptive Equivalent	Rank
1	Tasks assigned are too difficult for the designated staff.	2.40	Sometimes	3
2	Lack of clarity causes confusion during execution.	2.61	Often	1
3	Staff feel overwhelmed by demanding responsibilities.	2.47	Sometimes	2
4	Delegated tasks are not matched to individual strengths or capacity.	2.12	Sometimes	5
5	Staff performance suffers due to insufficient preparation for complex assignments.	2.19	Sometimes	4
Overall Weighted Mean		2.36	Sometimes	

In real school settings, such occurrences may be observed when principals delegate administrative or instructional responsibilities under time pressure, resulting in incomplete briefings or misinterpretations of expected outcomes. This scenario underscores the importance of precise communication, explicit role definition, and consistent follow-up to ensure that delegated duties are executed effectively. Hence, while school heads generally manage delegation well, refining processes related to task clarity and alignment with staff expertise remains essential for sustaining operational coherence and accountability.

The findings correspond with the study of Santos and Dela Cruz (2023), who found that unclear communication and undefined expectations during delegation often lead to miscoordination and task delays in educational settings. Similarly, Ahmad and Iskandar (2022) highlighted that ambiguity in delegation negatively affects team performance, especially when staff are not fully informed of their responsibilities or decision boundaries. Additionally, Lim and Chua (2021) reported that the mismatch between delegated tasks and employee skills is a recurring challenge among educational school heads, often resulting from limited time for assessment and feedback prior to delegation.

These studies align with the present findings by emphasizing that the success of delegation depends largely on clarity, structure, and communication between school heads and subordinates. Collectively, they affirm that while delegation enhances efficiency, its effectiveness can be undermined by vague instructions and poor role-task alignment—factors that must be addressed through deliberate planning, staff assessment, and transparent communication mechanisms in leadership practice.

Administrative Workload

Table 14 presents the task delegation challenges of school heads in terms of administrative workload.

The school head-respondents reported that they often encountered challenges in their failure to monitor workload balance results in persistent stress and staff disengagement, manifested on the highest computed recorded weighted mean value of 2.54 (rank 1); while they sometimes encountered challenges in receiving more tasks than they can manage, had the lowest weighted mean value of 2.06 (rank 5).

Table 14 Task Delegation Challenges of School Heads in terms of Administrative Workload

Administrative Workload		Weighted Mean	Descriptive Equivalent	Rank
1	Delegation fails to lessen the workload of school heads.	2.26	Sometimes	4
2	Staff receive more tasks than they can manage.	2.06	Sometimes	5
3	Overload leads to burnout and low productivity.	2.44	Sometimes	2
4	Unclear distribution of administrative duties leads to duplication and wasted effort.	2.40	Sometimes	3
5	Failure to monitor workload balance results in persistent stress and staff disengagement.	2.54	Often	1
Overall Weighted Mean		2.34	Sometimes	

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of administrative workload, manifested on the computed overall weighted mean value of 2.34.

The findings reveal that school heads occasionally experience challenges in managing administrative workload, particularly when they fail to effectively monitor workload distribution among staff, which leads to stress, decreased morale, and eventual disengagement.

This indicates that while delegation is practiced, the monitoring aspect remains an area for improvement, as unbalanced workloads can undermine productivity and staff well-being. In practical school environments, such situations are evident when principals delegate numerous administrative and instructional responsibilities without adequately tracking task progress or ensuring equitable task sharing, resulting in burnout among staff and reduced organizational efficiency. The fact that school heads occasionally receive more responsibilities than they can handle further highlights the growing complexity of school leadership, where overlapping administrative and instructional roles often stretch their capacity. These findings justify the need for structured workload monitoring systems, supportive administrative policies, and collaborative leadership practices that promote equitable task distribution and protect staff welfare, ultimately enhancing institutional performance and harmony. The findings align with the results of the study by Bautista and Ramos (2023), who found that workload imbalance among school heads leads to chronic stress and lower staff engagement when monitoring and feedback mechanisms are weak. Likewise, Tan and Noor (2021) reported that excessive administrative demands without corresponding support structures result in work fatigue and diminished leadership effectiveness. Similarly, Nguyen and Tran (2022) emphasized that school heads who regularly review and adjust workload distribution tend to foster higher job satisfaction and collective efficiency among subordinates. These studies converge with the present findings by underscoring that unmonitored or poorly balanced workloads create stress and disengagement, highlighting the importance of systematic delegation oversight. Collectively, these works affirm that effective workload management is not merely about task assignment but also about maintaining continuous balance, communication, and emotional support within the organization to sustain motivation and performance.

Trust

Table 15 presents the task delegation challenges of school heads in terms of trust.

Table 15 Task Delegation Challenges of School Heads in terms of Trust

Trust		Weighted Mean	Descriptive Equivalent	Rank
1	Some staff feel micromanaged during task execution.	2.30	Sometimes	5
2	Lack of trust affects task outcomes.	2.47	Sometimes	1
3	School heads hesitate to assign critical responsibilities.	2.39	Sometimes	2
4	Staff exhibit low initiative due to perceived lack of confidence from school heads.	2.37	Sometimes	3
5	Open communication about expectations and limitations is missing, leading to misunderstandings.	2.34	Sometimes	4
Overall Weighted Mean		2.37	Sometimes	

The school head-respondents reported that they sometimes encountered challenges on the lack of trust that affects task outcomes, manifested on the highest computed recorded weighted mean value of 2.47 (rank 1); while they sometimes encountered challenges on the feeling of some of their staff on micromanaged during task execution, had the lowest weighted mean value of 2.30 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of trust, manifested on the computed overall weighted mean value of 2.37. The findings suggest that school heads occasionally experience challenges in establishing and maintaining trust during task delegation, particularly when doubts about staff competence or commitment arise, which in turn affects the quality of task outcomes. This implies that while delegation is practiced, a certain level of uncertainty persists between school heads and subordinates, hindering full empowerment and accountability. In real school environments, this situation manifests when administrators hesitate to fully entrust responsibilities to certain teachers, leading to partial delegation or excessive oversight. Such tendencies often create perceptions of micromanagement, limiting professional growth and innovation among staff. The findings justify the need for school heads to cultivate an atmosphere of mutual confidence, transparency, and autonomy, where staff members feel valued and empowered to complete delegated tasks independently. Building trust-based relationships within the organization enhances not only efficiency but also collaboration, morale, and overall school performance, particularly in dynamic educational settings that require shared leadership and teamwork.

The findings are consistent with the results of the study by Dela Cruz and Gonzales (2023), who revealed that a lack of mutual trust between administrators and teachers weakens delegation outcomes and diminishes institutional productivity. Similarly, Rahman and Idris (2022) emphasized that trust plays a crucial role in enabling school heads to empower subordinates effectively, with higher trust levels resulting in stronger commitment and task ownership. In the same way, Lim and Chua (2021) found that when school heads engage in excessive supervision, it signals mistrust, reducing teacher confidence and initiative. These studies collectively align with the present results by confirming that insufficient trust impedes the effectiveness of delegation and that micromanagement behaviors can negatively influence staff morale. Overall, these parallels reinforce the significance of fostering organizational trust as a foundation for effective delegation and sustainable leadership performance.

Communication Gaps

Table 16 presents the task delegation challenges of school heads in terms of communication gaps.

Table 16 Task Delegation Challenges of School Heads in terms of Communication Gaps

Communication Gaps		Weighted Mean	Descriptive Equivalent	Rank
1	Task instructions lack necessary detail.	2.29	Sometimes	5
2	Feedback loops are missing after task completion.	2.33	Sometimes	4
3	Miscommunication delays results.	2.67	Often	2
4	Lack of clarity in messaging leads to repeated corrections or rework.	2.72	Often	1
5	Communication channels are inconsistent or inaccessible, causing confusion and delays.	2.34	Sometimes	3
Overall Weighted Mean		2.47	Sometimes	

The school head-respondents reported that they often encountered challenges on the lack of clarity in messaging leads to repeated corrections or rework, manifested on the highest computed recorded weighted

mean value of 2.72 (rank 1); while they sometimes encountered challenges on the task instructions that lack necessary detail, had the lowest weighted mean value of 2.29 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of communication gaps, manifested on the computed overall weighted mean value of 2.47.

The findings indicate that school heads sometimes experience communication-related challenges in the delegation process, particularly when messages are unclear, resulting in confusion, rework, or inefficiency in task completion. This suggests that even though school heads communicate instructions, the clarity and precision of the message may not always be sufficient to ensure accurate execution. In real school settings, this scenario is often seen when administrative directives are relayed verbally or through multiple intermediaries, leading to varying interpretations among staff. Consequently, teachers and personnel may duplicate efforts or make repeated revisions, delaying productivity and creating frustration.

The findings justify the need for consistent, structured, and transparent communication systems where expectations, timelines, and accountability are clearly defined. Effective delegation not only depends on task distribution but also on the ability of school heads to communicate intentions comprehensively, confirm understanding, and provide feedback mechanisms that minimize ambiguity and miscommunication in daily school operations.

The results parallel the findings of Reyes and Domingo (2023), who highlighted that ineffective communication between administrators and staff often results in task repetition, decreased motivation, and inefficiency within educational institutions. Likewise, Noor and Hassan (2022) found that communication gaps between school heads and teachers lead to unclear expectations and frequent task revisions, undermining the quality of outcomes. Similarly, Tan and Lee (2021) revealed that delegation becomes less effective when communication lacks clarity, as staff members become uncertain about performance standards and decision-making authority.

These studies resonate with the present findings by emphasizing that successful delegation requires structured communication and mutual understanding between school heads and subordinates. Overall, the alignment among these studies underscores the vital role of communication clarity as a determinant of effective leadership and operational efficiency in educational organizations.

Staff Competence

Table 17 presents the task delegation challenges of school heads in terms of staff competence.

The school head-respondents reported that they often encountered challenges on incompetence that compromises quality of outcomes, manifested on the highest computed recorded weighted mean value of 2.70 (rank 1); while they sometimes encountered challenges on the tasks that are assigned without assessing skills, had the lowest weighted mean value of 2.04 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of staff competence, manifested on the computed overall weighted mean value of 2.31.

Table 17 Task Delegation Challenges of School Heads in terms of Staff Competence

Staff Competence	Weighted Mean	Descriptive Equivalent	Rank
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1	Tasks are assigned without assessing skills.	2.04	Sometimes	5
2	Delegated staff lack training or experience.	2.22	Sometimes	4
3	Incompetence compromises quality of outcomes.	2.70	Often	1
4	Performance issues are overlooked due to limited supervision.	2.31	Sometimes	2
5	Opportunities for capacity-building through delegation are rarely utilized.	2.29	Sometimes	3
Overall Weighted Mean		2.31	Sometimes	

The findings indicate that school heads sometimes experience challenges related to staff competence when delegating tasks, particularly when insufficient skills or limited expertise among subordinates compromise the quality of outputs. This reflects the reality in many educational institutions where delegation is necessary to manage extensive administrative and instructional demands, yet the disparity in staff abilities creates inconsistencies in performance. In actual scenarios, certain staff members may lack the technical proficiency or decision-making confidence required for assigned responsibilities, resulting in substandard work or the need for repeated supervision. Such circumstances hinder the efficiency of school operations and place additional strain on administrators who must balance empowerment with quality control.

The findings therefore justify the importance of structured professional development and skill-based delegation, where tasks are matched to staff competencies, supported by continuous mentoring and performance monitoring to ensure that delegation enhances rather than diminishes institutional effectiveness.

These results are consistent with the findings of Mendoza and Cruz (2023), who revealed that the success of task delegation among educational school heads largely depends on aligning assignments with staff expertise and training levels. Similarly, Rahman and Abdullah (2021) found that lack of competence among team members often leads to incomplete or low-quality outputs, which negatively affects overall organizational performance. In the same vein, Lim and Tan (2020) emphasized that delegation without adequate assessment of employee readiness results in inefficiency and increased workload for school heads, as they often need to rework delegated tasks.

These studies collectively align with the present findings, highlighting that competence is a crucial determinant of successful delegation. They further underscore that without proper capacity-building programs and strategic assessment of employee capabilities, task delegation can inadvertently undermine leadership effectiveness and organizational productivity.

Operations

Table 18 presents the task delegation challenges of school heads in terms of operations.

The school head-respondents reported that they often encountered challenges on conflicting responsibilities that affect operations, manifested on the highest computed recorded weighted mean value of 2.51 (rank 1); while they sometimes encountered challenges on assigned tasks that don't align with their actual school needs, had the lowest weighted mean value of 2.06 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of operations, manifested on the computed overall weighted mean value of 2.24.

Table 18 Task Delegation Challenges of School Heads in terms of Operations

Operations		Weighted Mean	Descriptive Equivalent	Rank
1	Delegation disrupts workflow.	2.16	Sometimes	4
2	Conflicting responsibilities affect operations.	2.51	Often	1
3	Assigned tasks don't align with actual school needs.	2.06	Sometimes	5
4	Limited coordination between departments hinders productivity.	2.32	Sometimes	2
5	Systems and processes are not regularly reviewed for relevance or efficiency.	2.17	Sometimes	3
Overall Weighted Mean		2.24	Sometimes	

The findings indicate that school heads occasionally face operational challenges in task delegation, particularly when conflicting responsibilities hinder the smooth flow of school operations. This suggests that while delegation is practiced effectively in many cases, competing priorities and overlapping duties often create inefficiencies, stress, and delayed decision-making. In actual school settings, such challenges manifest when administrators assign multiple functions to personnel who already handle significant workloads, resulting in divided attention and reduced performance quality.

Moreover, when delegated tasks are not aligned with institutional priorities or the actual needs of the school, resources are misallocated, and accountability becomes diffused. These findings underscore the importance of structured delegation systems, clear communication channels, and regular coordination among staff to ensure that task assignments support organizational goals and operational continuity.

The study of Mendoza and Castillo (2022) emphasized that misaligned delegation practices and role overlap within schools contribute to operational setbacks and decreased organizational efficiency. Similarly, Ahmad and Yusof (2021) found that conflicting responsibilities among school heads reduce administrative coherence and weaken team productivity, highlighting the need for systematic workload management. In addition, Tran and Nguyen (2020) revealed that operational inconsistencies often arise when delegated tasks are not strategically aligned with institutional objectives, leading to diminished performance and internal conflict.

The findings of these studies parallel the present research, showing that effective task delegation requires clarity of responsibilities, coherence with organizational goals, and continuous monitoring. When these elements are lacking, school operations are disrupted, confirming that strong coordination and strategic alignment are vital for sustaining institutional efficiency.

Leadership Efficiency

Table 19 presents the task delegation challenges of school heads in terms of leadership efficiency.

Table 19 Task Delegation Challenges of School Heads in terms of Leadership Efficiency

Leadership Efficiency		Weighted Mean	Descriptive Equivalent	Rank
1	School heads do not plan delegation strategically.	1.88	Sometimes	5
2	Decision-making is slow due to poor delegation.	1.98	Sometimes	4
3	School heads struggle to monitor delegated tasks.	2.14	Sometimes	1
4	Feedback mechanisms are weak or inconsistently applied.	2.06	Sometimes	3
5	Leadership fails to capitalize on delegation as a growth tool.	2.10	Sometimes	2
Overall Weighted Mean		2.03	Sometimes	

The school head-respondents reported that they sometimes encountered challenges that they as school heads struggle to monitor delegated tasks, manifested on the highest computed recorded weighted mean value of 2.14 (rank 1); while they sometimes encountered challenges that they as school heads do not plan delegation strategically, had the lowest weighted mean value of 1.88 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of leadership efficiency, manifested on the computed overall weighted mean value of 2.03.

The findings reveal that school heads sometimes experience challenges in leadership efficiency specifically related to task delegation, particularly in monitoring delegated responsibilities. This suggests that while school heads entrust tasks to staff, ongoing oversight and feedback mechanisms may be insufficient, leading to uncertainty about progress and desired outcomes. In everyday school operations, this issue often appears when administrators have multiple leadership obligations occurring simultaneously, resulting in delegated work being left untracked until deadlines approach, which may compromise quality and timeliness.

Meanwhile, the difficulty in strategically planning delegation indicates that tasks are occasionally assigned reactively rather than based on a systematic assessment of staff skills and institutional priorities. Such scenarios highlight a gap between the intent to empower staff and the reality of ensuring accountability and alignment with school goals.

The challenges identified are consistent with existing research. Santos (2023) emphasized that ineffective monitoring of delegated tasks can weaken staff motivation and lead to inconsistencies in task execution, especially in busy school environments. Likewise, Hakim and Abdullah (2022) found that school heads who assign responsibilities without a strategic framework encounter operational delays and reduced coherence in school initiatives.

Additionally, Vo and Le (2021) underscored that leadership efficiency in delegation improves only when school heads consistently supervise progress and match assignments to institutional priorities and personnel expertise. Similar to the present findings, these studies collectively argue that structured oversight, proactive planning, and intentional delegation practices are necessary to ensure effective school leadership and improved organizational performance.

Clarity of Roles and Responsibilities

Table 20 presents the task delegation challenges of school heads in terms of clarity of roles and responsibilities.

Table 20 Task Delegation Challenges of School Heads in terms of Clarity of Roles and Responsibilities

Clarity of Roles and Responsibilities		Weighted Mean	Descriptive Equivalent	Rank
1	Assigned responsibilities are vague.	2.01	Sometimes	4
2	Staff are unsure who to report to.	2.00	Sometimes	5
3	Overlapping roles cause confusion.	2.21	Sometimes	1
4	Role boundaries are not consistently communicated or reinforced.	2.08	Sometimes	3
5	Lack of formal documentation hinders accountability and role ownership.	2.14	Sometimes	2
Overall Weighted Mean		2.09	Sometimes	

The school head-respondents reported that they sometimes encountered challenges on their overlapping roles that cause confusion, manifested on the highest computed recorded weighted mean value of 2.21 (rank 1); while they sometimes encountered challenges that their staff are unsure who to report to, had the lowest weighted mean value of 2.00 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of clarity of roles and responsibilities, manifested on the computed overall weighted mean value of 2.09.

The findings indicate that school heads sometimes face challenges in task delegation related to unclear delineation of roles and responsibilities, leading to overlapping functions and confusion among staff members. This suggests that role ambiguity can weaken organizational structure and reduce operational efficiency, especially when reporting lines and task ownership are not properly defined. In practice, this situation often arises when multiple administrators or coordinators oversee similar programs without clear communication of boundaries, resulting in duplication of efforts or neglect of certain responsibilities.

Furthermore, when staff members are uncertain about whom to report to or which administrator to seek guidance from, decision-making and accountability are compromised. Such challenges underscore the importance of establishing clear delegation protocols, job descriptions, and communication channels to ensure that responsibilities are well-understood and effectively executed across the organization.

This finding aligns with several studies that highlight the effects of unclear role definition on leadership and organizational performance. Dela Peña and Villanueva (2021) found that role ambiguity in school leadership structures leads to inefficiencies and decreased staff morale, emphasizing the need for clarity in task delegation.

Similarly, Rahman and Nasir (2022) revealed that overlapping functions within educational institutions create confusion and hinder teamwork, stressing the value of transparent communication in maintaining operational coherence. In another study, Cruz and Lim (2023) observed that clearly defined reporting structures enhance accountability and staff confidence, resulting in improved performance outcomes. These studies mirror the

present findings, indicating that well-defined roles and consistent communication strategies are essential for effective delegation and organizational harmony in educational settings.

Availability of Training and Support

Table 21 presents the task delegation challenges of school heads in terms of availability of training and support.

Table 21 Task Delegation Challenges of School Heads in terms of Availability of Training and Support

Training and Support		Weighted Mean	Descriptive Equivalent	Rank
1	Staff are assigned tasks without proper training.	1.99	Sometimes	3
2	Support systems are absent or inconsistent.	1.90	Sometimes	5
3	Lack of guidance leads to underperformance.	1.97	Sometimes	4
4	Onboarding processes are inadequate or nonexistent.	2.03	Sometimes	2
5	Limited access to ongoing learning opportunities and resources.	2.04	Sometimes	1
Overall Weighted Mean		1.99	Sometimes	

The school head-respondents reported that they sometimes encountered challenges on limited access to ongoing learning opportunities and resources, manifested on the highest computed recorded weighted mean value of 2.04 (rank 1); while they sometimes encountered challenges on support systems that are absent or inconsistent, had the lowest weighted mean value of 1.90 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of training and support, manifested on the computed overall weighted mean value of 1.99.

The findings reveal that school heads sometimes experience challenges in task delegation due to limited access to ongoing learning opportunities and resources, indicating a need for continuous professional development and institutional support mechanisms. When school heads are not provided with adequate training or access to updated management tools, their capacity to delegate effectively and develop their staff diminishes. This is evident in schools where heads manage multiple operational areas without sufficient exposure to emerging leadership strategies, resulting in inconsistent supervision and uneven task performance.

Moreover, inadequate or irregular support systems from higher authorities can weaken confidence in delegation practices, as school heads may lack the technical guidance and administrative reinforcement necessary to empower subordinates. These findings highlight the importance of structured mentorship programs, continuous leadership development initiatives, and reliable institutional support to strengthen the delegation process and ensure that school heads remain adaptive and competent in managing school operations.

The result aligns with recent studies emphasizing the role of professional development and support systems in strengthening leadership practices. Espinosa and Ramos (2021) found that limited training access restricts administrators' ability to make informed decisions and effectively delegate responsibilities. Similarly, Tan and Abdullah (2022) underscored that inadequate institutional support contributes to leadership inefficiency, reducing staff engagement and organizational coherence.

Meanwhile, Flores and Bautista (2023) observed that continuous learning programs and well-established mentoring systems enhance school heads' confidence in delegation and foster a culture of shared accountability. These studies support the present findings by illustrating how sustained professional learning opportunities and consistent support structures are essential in refining leadership capacity and promoting effective delegation within educational organizations.

Overall Performance

Table 22 presents the task delegation challenges of school heads in terms of overall performance.

The school head-respondents reported that they sometimes encountered challenges on performance reviews that reveal recurring gaps in expectations versus outcomes, manifested on the highest computed recorded weighted mean value of 2.20 (rank 1); while they sometimes encountered challenges on delegation that leads to inconsistent results, had the lowest weighted mean value of 1.98 (rank 5).

Overall, the school head-respondents sometimes encountered challenges in task delegation in terms of overall performance, manifested on the computed overall weighted mean value of 2.12.

Table 22 Task Delegation Challenges of School Heads in terms of Overall Performance

Overall Performance		Weighted Mean	Descriptive Equivalent	Rank
1	Delegation leads to inconsistent results.	1.98	Sometimes	5
2	Delays in task completion are common.	2.14	Sometimes	3
3	Quality of work declines over time.	2.08	Sometimes	4
4	Performance reviews reveal recurring gaps in expectations vs. outcomes.	2.20	Sometimes	1
5	Lack of feedback loops stifles continuous improvement and accountability.	2.19	Sometimes	2
Overall Weighted Mean		2.12	Sometimes	

The findings indicate that school heads occasionally face challenges in task delegation that directly affect overall performance, particularly when performance reviews reveal persistent discrepancies between expected and actual results. This implies that while delegation occurs, it is not always accompanied by sufficient guidance, monitoring, or evaluation mechanisms to ensure task completion aligns with institutional standards. Such gaps may arise when delegated responsibilities are not clearly defined, or when performance feedback is delayed or inconsistent, leading to variations in output quality.

In practical school settings, this is often observed when heads delegate administrative or instructional duties without clear success indicators or follow-up systems, resulting in inefficiencies that hinder goal attainment. These findings underscore the importance of structured performance monitoring, clear communication of expectations, and targeted feedback systems as vital tools in strengthening leadership accountability and ensuring that delegated tasks contribute effectively to organizational outcomes.

This result supports the conclusions of recent empirical studies highlighting the relationship between leadership delegation and organizational performance. De Vera and Santos (2021) emphasized that inadequate feedback mechanisms and unclear delegation processes contribute to recurring performance discrepancies within schools.

Similarly, Lim and Chong (2022) found that the absence of systematic evaluation frameworks often leads to inconsistent results among subordinate staff, reflecting weaknesses in task supervision. Moreover, Villanueva and Prado (2023) revealed that leadership performance improves significantly when performance reviews are aligned with well-communicated goals and continuous feedback.

These studies reinforce the present findings by showing that effective delegation requires ongoing performance evaluation, feedback-driven improvement, and structured accountability systems to ensure consistent and high-quality outcomes in school management.

Summary: Task Delegation Challenges Encountered by School Heads

Table 23 presents the summary on the task delegation challenges of school heads.

Table 23 Summary on the Task Delegation Challenges Encountered by School Heads

Dimensions		Overall Mean	Weighted	Descriptive Equivalent	Rank
1	Task Complexity	2.36		Sometimes	3
2	Administrative Workload	2.34		Sometimes	4
3	Trust	2.37		Sometimes	2
4	Communication Gaps	2.47		Sometimes	1
5	Staff Competence	2.31		Sometimes	5
6	Operations	2.24		Sometimes	6
7	Leadership Efficiency	2.03		Sometimes	9
8	Clarity of Roles and Responsibilities	2.09		Sometimes	8
9	Availability of Training and Support	1.99		Sometimes	10
10	Overall Performance	2.12		Sometimes	7
Grand Mean		2.23		Sometimes	

It can be noted that the school heads sometimes encountered challenges in task delegation in terms of communication gaps, as manifested with the highest overall weighted mean value of 2.47 (rank 1); trus, with an overall weighted mean value of 2.37 (rank 2); task complexity, with an overall weighted mean value of 2.36 (rank 3); administrative workload, with an overall weighted mean value of 2.34 (rank 4); staff competence, with an overall weighted mean value of 2.31 (rank 5); operations, with an overall weighted mean value of 2.24 (rank 6); overall performance, with an overall weighted mean value of 2.12 (rank 7); clarity of roles and responsibilities, with an overall weighted mean value of 2.09 (rank 8); leadership efficiency, with an overall weighted mean value of 2.03 (rank 9); and availability of training support, had the lowest overall weighted mean value of 1.99 (rank 10).

Overall, the school head-respondents sometimes encountered challenges in task delegation, manifested on the computed grand mean of 2.23.

The findings reveal that school heads occasionally face a range of challenges in task delegation, primarily stemming from communication gaps, issues of trust, and the complexity of assigned tasks. This suggests that effective delegation is often hindered by unclear messaging, limited confidence between school heads and subordinates, and the demanding nature of multifaceted responsibilities. When these factors intersect, they compromise coordination, accountability, and efficiency within the organization.

In actual school operations, such conditions are evident when directives are vaguely communicated, resulting in repeated clarifications or rework, or when school heads hesitate to fully entrust crucial responsibilities to their subordinates due to perceived skill limitations. Moreover, the competing administrative workload and insufficient training support further weaken the delegation process, as school heads struggle to balance oversight with empowerment. These findings emphasize that for delegation to be truly effective, it must be rooted in open communication, mutual trust, and continuous professional development—elements essential for sustaining leadership performance and institutional productivity.

Similar patterns are supported by recent empirical studies highlighting the interconnectedness of communication, trust, and competence in the success of task delegation. Dela Cruz and Mendoza (2021) found that gaps in communication between school heads and staff often lead to misinterpretations that slow down decision-making and affect task completion. Likewise, Tan and Noor (2022) emphasized that mutual trust between supervisors and team members enhances task ownership and accountability, minimizing operational inefficiencies.

Meanwhile, Llamas and Go (2023) identified that leadership challenges in delegation are aggravated by workload strain and insufficient training opportunities, limiting the capacity of school heads to effectively guide their subordinates. These studies align with the current findings by reinforcing that communication clarity, trust, and professional capability form the core foundation of effective delegation, and without these, even well-intentioned leadership practices may yield inconsistent or suboptimal results.

Test of Difference in the Effectiveness of Task Delegation Practices of School Heads when they are Grouped According to Profile Variables Task Complexity

Table 24 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Task Complexity when Grouped According to Profile Variables

Sources of Variations	SS	df	MS	F	Sig.	Decision Interpretation /
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Sex	Between Groups	0.000	1	0.00 0	0.00 1	0.97 6	Do Not Reject Ho (Not Significant)
	Within Groups	6.858	88	0.07 8			
	Total	6.858	89				
Age	Between Groups	0.288	3	0.09 6	1.25 9	0.29 4	Do Not Reject Ho (Not Significant)
	Within Groups	6.570	86	0.07 6			
	Total	6.858	89				
Position	Between Groups	0.061	1	0.06 1	0.78 5	0.37 8	Do Not Reject Ho (Not Significant)
	Within Groups	6.798	88	0.07 7			
	Total	6.858	89				
Years in Service	Between Groups	0.607	2	0.30 3	4.22 1	0.01 8	Ho is Rejected (Significant)
	Within Groups	6.252	87	0.07 2			
	Total	6.858	89				
Highest Educational Attainment	Between Groups	0.707	3	0.236	3.294	0.024	Ho is Rejected (Significant)
	Within Groups	6.151	86	0.072			
	Total	6.858	89				

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of task complexity when grouped according to profile variables is presented in Table 24.

The computed P-value for sex (0.976), age (0.294), and position (0.378) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of task complexity when grouped according to sex, age, and position.

On the other hand, the P-value for years in service (0.018), and highest educational attainment (0.024) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the effectiveness of task delegation practices of school heads in terms of task complexity when grouped according to years in service, and highest educational attainment.

The result signifies that the effectiveness of task delegation practices of school heads in terms of task complexity differs as to years in service, and highest educational attainment; while it doesn't vary as to their sex, age, and position.

The findings indicate that the effectiveness of task delegation among school heads varies depending on their years in service and highest educational attainment, suggesting that experience and academic preparation significantly shape how school heads handle complex tasks. This implies that seasoned and more highly educated school heads may possess stronger analytical, organizational, and interpersonal skills, enabling them to manage complex responsibilities more effectively.

In contrast, those with limited experience or lower educational qualifications may struggle to balance task demands, leading to inconsistencies in delegation outcomes. The absence of significant differences based on sex, age, and position underscores that effective delegation relies more on cognitive and experiential competencies rather than demographic factors.

In actual school settings, this observation can be seen when more experienced school heads effectively distribute multifaceted tasks with clear instructions and confidence, while less experienced counterparts often require support or guidance in managing similar workloads. The result emphasizes the importance of sustained professional growth, mentorship, and leadership development programs to strengthen task management across varying tenure and qualification levels.

Consistent with these findings, Bautista and Reyes (2021) reported that leadership efficiency in managing complex educational tasks is closely associated with experience and academic background, as these enhance problem-solving and delegation skills. Similarly, Ong and Rahman (2022) found that administrators with advanced educational training demonstrate higher adaptability in delegating intricate assignments, owing to their broader exposure to management frameworks and evidence-based practices.

Meanwhile, Santos and Lim (2023) highlighted that years of service foster decision-making maturity, enabling school heads to anticipate potential task challenges and distribute work more strategically. These studies parallel the present results by affirming that expertise gained through formal education and prolonged professional experience greatly influences the capacity to manage task complexity, while demographic variables such as gender or age exert minimal effect on delegation outcomes.

Administrative Workload

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of administrative workload when grouped according to profile variables is presented in Table 25.

Table 25 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Administrative Workload when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.053	1	0.053	0.376	0.541	Do Not Reject Ho (Not Significant)
	Within Groups	12.425	88	0.141			

	Total	12.478	89				
Age	Between Groups	0.698	3	0.23 3	1.69 8	0.17 4	Do Not Reject Ho (Not Significant)
	Within Groups	11.781	86	0.13 7			
	Total	12.478	89				
Position	Between Groups	0.204	1	0.20 4	1.46 0	0.23 0	Do Not Reject Ho (Not Significant)
	Within Groups	12.275	88	0.13 9			
	Total	12.478	89				
Years in Service	Between Groups	0.619	2	0.30 9	2.26 9	0.10 9	Do Not Reject Ho (Not Significant)
	Within Groups	11.860	87	0.13 6			
	Total	12.478	89				
Highest Educational Attainment	Between Groups	0.658	3	0.219	1.597	0.196	Do Not Reject Ho (Not Significant)
	Within Groups	11.820	86	0.137			
	Total	12.478	89				

The computed P-value for sex (0.541), age (0.174), position (0.230), years in service (0.109), and highest educational attainment (0.196) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of administrative workload when grouped according to sex, age, position, years in service, and highest educational attainment.

The result signifies that the effectiveness of task delegation practices of school heads in terms of administrative workload doesn't vary as to their sex, age, position, years in service, and highest educational attainment.

The findings reveal that the effectiveness of task delegation among school heads, particularly in relation to administrative workload, does not significantly differ when grouped according to sex, age, position, years in service, and highest educational attainment. This suggests that the ability to manage and delegate administrative tasks is a function of professional role expectations rather than personal or demographic attributes.

In actual practice, this may indicate that regardless of background, school heads face similar administrative challenges. Such as compliance requirements, reporting demands, and performance monitoring—that require standardized approaches to delegation.

Furthermore, it implies that leadership performance in administrative functions is influenced more by systemic factors, such as institutional policies and workload distribution mechanisms, than by individual characteristics. The uniformity of these results also highlights how the administrative dimension of school leadership has become procedural and structured, with most school heads following standardized operational protocols dictated by educational systems.

Supporting these findings, Manalo and David (2021) found that administrative efficiency in schools is largely influenced by organizational systems rather than the personal demographics of school heads, emphasizing that standard protocols often neutralize individual differences in task performance. Similarly, Noor and Hassan (2022) reported that leadership effectiveness in handling administrative duties is not dependent on age, experience, or qualification but on institutional support structures and workload management strategies.

In the same vein, Villanueva and Ramos (2023) observed that both novice and experienced administrators exhibit comparable patterns in delegating administrative tasks, as these are guided by established organizational policies and performance expectations. These studies align with the present results, showing that administrative workload management is a shared leadership challenge shaped by institutional processes rather than by demographic or professional disparities among school heads.

Trust

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of trust when grouped according to profile variables is presented in Table 26.

The computed P-value for sex (0.932), age (0.598), position (0.457), and years in service (0.949) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of trust when grouped according to sex, age, position, and years in service.

On the other hand, the P-value for highest educational attainment (0.013) was lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the effectiveness of task delegation practices of school heads in terms of trust when grouped according to highest educational attainment.

The result signifies that the effectiveness of task delegation practices of school heads in terms of trust differs as to highest educational attainment; while it doesn't vary as to their sex, age, position, and years in service. The findings indicate that the effectiveness of task delegation among school heads in terms of trust varies only with educational attainment, suggesting that school heads with higher levels of academic preparation may have developed stronger interpersonal and organizational trust-building skills.

This implies that advanced education may enhance school heads' understanding of relational management, ethical leadership, and communication strategies that foster mutual trust among staff. In actual school settings, it can be observed that school heads with higher qualifications are often more confident in delegating responsibilities, providing autonomy to subordinates, and creating an environment of accountability and shared purpose.

Table 26 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Trust when Grouped According to Profile Variables

Sources of Variations	SS	df	MS	F	Sig.	Decision Interpretation /
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Sex	Between Groups	0.001	1	0.001	0.007	0.932	Do Not Reject Ho (Not Significant)
	Within Groups	9.484	88	0.108			
	Total	9.485	89				
Age	Between Groups	0.204	3	0.068	0.629	0.598	Do Not Reject Ho (Not Significant)
	Within Groups	9.281	86	0.108			
	Total	9.485	89				
Position	Between Groups	0.060	1	0.060	0.559	0.457	Do Not Reject Ho (Not Significant)
	Within Groups	9.425	88	0.107			
	Total	9.485	89				
Years in Service	Between Groups	0.011	2	0.006	0.052	0.949	Do Not Reject Ho (Not Significant)
	Within Groups	9.474	87	0.109			
	Total	9.485	89				
Highest Educational Attainment	Between Groups	1.117	3	0.372	3.827	0.013	Ho is Rejected (Significant)
	Within Groups	8.368	86	0.097			
	Total	9.485	89				

Meanwhile, the lack of significant differences across sex, age, position, and years in service suggests that trust-based delegation is not inherently tied to demographic or experiential factors but rather to the leader's professional development and training in leadership theories and management practices. This highlights the importance of formal education in shaping school heads' ability to balance authority and trust, ensuring that delegation becomes both effective and empowering.

Consistent with this interpretation, Santos and Dela Cruz (2021) found that school heads with higher educational qualifications exhibit stronger trust-building capacities, which translate into more effective delegation and staff collaboration. Similarly, Nguyen and Tran (2022) emphasized that educational attainment enhances school heads' emotional intelligence and ethical grounding, enabling them to foster workplace trust and transparency more effectively.

Furthermore, Rahman and Yusoff (2023) reported that leadership trust is significantly correlated with academic background, as higher educational levels equip school heads with broader perspectives on human resource management and communication dynamics. These studies parallel the present findings, reinforcing that trust in leadership is cultivated through advanced education rather than through demographic or experiential similarities among school heads.

Communication Gaps

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of communication gaps when grouped according to profile variables is presented in Table 27.

The computed P-value for sex (0.246), age (0.602), position (0.386), years in service (0.096), and highest educational attainment (0.053) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of communication gaps when grouped according to sex, age, position, years in service, and highest educational attainment.

Table 27 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Communication Gaps when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision Interpretation /
Sex	Between Groups	0.173	1	0.173	1.365	0.246	Do Not Reject Ho (Not Significant)
	Within Groups	11.158	88	0.127			
	Total	11.332	89				
Age	Between Groups	0.241	3	0.080	0.623	0.602	Do Not Reject Ho (Not Significant)
	Within Groups	11.090	86	0.129			
	Total	11.332	89				
Position	Between Groups	0.097	1	0.097	0.760	0.386	Do Not Reject Ho (Not Significant)
	Within Groups	11.235	88	0.128			
	Total	11.332	89				
Years in Service	Between Groups	0.595	2	0.297	2.409	0.096	Do Not Reject Ho (Not Significant)
	Within Groups	10.737	87	0.123			
	Total	11.332	89				
	Between Groups	0.962	3	0.321	2.659	0.053	Do Not Reject Ho (Not Significant)
	Within Groups	10.370	86	0.121			

Highest Educational Attainment	Total	11.332	89				
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The result signifies that the effectiveness of task delegation practices of school heads in terms of communication gaps doesn't vary as to their sex, age, position, years in service, and highest educational attainment.

The findings indicate that the effectiveness of task delegation practices of school heads in terms of communication gaps does not significantly differ across demographic and professional variables such as sex, age, position, years in service, and educational attainment.

This suggests that the ability to communicate effectively during task delegation is more a function of leadership behavior and institutional culture than of personal or professional attributes. In actual school settings, it is often observed that communication barriers arise not because of who the leader is demographically, but due to systemic factors such as workload pressures, unclear communication channels, or inconsistent feedback mechanisms. Hence, even experienced or highly educated school heads may encounter similar challenges in maintaining message clarity and ensuring that staff fully understand delegated tasks.

This finding emphasizes the importance of fostering a collaborative communication culture within schools, where clarity, feedback, and transparency are institutionalized practices rather than skills dependent on individual characteristics.

Comparable results were highlighted by Prasetyo and Nugroho (2021), who found that effective communication in educational leadership is influenced more by organizational structures and interpersonal dynamics than by demographic factors. Likewise, Villanueva (2022) reported that communication gaps in school leadership stem primarily from procedural inconsistencies and time constraints rather than differences in school heads' background or tenure.

Similarly, Ahmad and Rosli (2023) noted that leadership communication efficiency remains consistent across various demographic profiles, attributing this to standardized communication protocols and collective decision-making frameworks within schools. These studies align with the present findings, confirming that demographic and professional characteristics exert minimal influence on communication effectiveness in delegation, as organizational and contextual variables play a more defining role.

Staff Competence

Table 28 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Staff Competence when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision Interpretation /
Sex	Between Groups	0.030	1	0.030	0.405	0.526	Do Not Reject Ho

	Within Groups	6.559	88	0.075			(Not Significant)
	Total	6.589	89				
Age	Between Groups	0.111	3	0.037	0.492	0.688	Do Not Reject Ho (Not Significant)
	Within Groups	6.478	86	0.075			
	Total	6.589	89				
Position	Between Groups	0.073	1	0.073	0.986	0.324	Do Not Reject Ho (Not Significant)
	Within Groups	6.516	88	0.074			
	Total	6.589	89				
Years in Service	Between Groups	0.236	2	0.118	1.613	0.205	Do Not Reject Ho (Not Significant)
	Within Groups	6.353	87	0.073			
	Total	6.589	89				
Highest Educational Attainment	Between Groups	0.548	3	0.183	2.602	0.057	Do Not Reject Ho (Not Significant)
	Within Groups	6.041	86	0.070			
	Total	6.589	89				

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of staff competence when grouped according to profile variables is presented in Table 28.

The computed P-value for sex (0.526), age (0.688), position (0.324), years in service (0.205), and highest educational attainment (0.057) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of staff competence when grouped according to sex, age, position, years in service, and highest educational attainment.

The result signifies that the effectiveness of task delegation practices of school heads in terms of staff competence doesn't vary as to their sex, age, position, years in service, and highest educational attainment.

The findings reveal that the effectiveness of task delegation practices of school heads in terms of staff competence does not significantly differ when categorized by sex, age, position, years in service, or highest educational attainment. This implies that the school heads' capacity to delegate tasks effectively, especially in relation to assessing and developing staff competence, is not influenced by their demographic or

professional profiles. In real school environments, such uniformity may stem from standardized administrative practices, policy-driven staff development programs, and the shared professional culture within educational institutions.

Regardless of differences in age or tenure, school heads are often guided by the same performance evaluation systems, supervisory protocols, and competency frameworks mandated by educational authorities. This uniformity ensures that all school heads follow consistent approaches in gauging staff capability and in entrusting responsibilities aligned with teachers' strengths and readiness. Observationally, it is evident that effective delegation relies more on institutional norms and collective experiences within the school rather than individual demographic factors. Comparable outcomes were reported by Suryani and Putra (2021), who emphasized that leadership performance in delegating tasks is primarily shaped by organizational standards and competency-based systems rather than school heads' personal attributes. Likewise, Cruz (2022) found that variations in age, tenure, and educational background have minimal bearing on how administrators evaluate and assign duties to subordinates, as delegation is often governed by procedural fairness and institutional expectations.

Similarly, Tan and Ibrahim (2023) revealed that leadership efficiency in developing and trusting staff competence is largely consistent across different demographic groups, underscoring that effective delegation is a learned organizational practice rooted in experience-sharing and policy adherence. These studies corroborate the present findings by affirming that the determinants of staff competence and task delegation effectiveness are systemic and behavioral rather than demographic or positional.

Operations

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of operations when grouped according to profile variables is presented in Table 29.

The computed P-value for sex (0.135), age (0.473), position (0.372), and years in service (0.077) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of operations when grouped according to sex, age, position, and years in service.

Table 29 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Operations when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.208	1	0.208	2.281	0.135	Do Not Reject Ho (Not Significant)
	Within Groups	8.025	88	0.091			
	Total	8.233	89				
Age	Between Groups	0.236	3	0.079	0.844	0.473	Do Not Reject Ho

	Within Groups	7.997	86	0.093			(Not Significant)
	Total	8.233	89				
Position	Between Groups	0.075	1	0.075	0.806	0.372	Do Not Reject Ho (Not Significant)
	Within Groups	8.158	88	0.093			
	Total	8.233	89				
Years in Service	Between Groups	0.471	2	0.235	2.638	0.077	Do Not Reject Ho (Not Significant)
	Within Groups	7.762	87	0.089			
	Total	8.233	89				
Highest Educational Attainment	Between Groups	0.769	3	0.256	2.954	0.037	Ho is Rejected (Significant)
	Within Groups	7.464	86	0.087			
	Total	8.233	89				

On the other hand, the P-value for highest educational attainment (0.037) was lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the effectiveness of task delegation practices of school heads in terms of operations when grouped according to highest educational attainment.

The result signifies that the effectiveness of task delegation practices of school heads in terms of operations differs as to highest educational attainment; while it doesn't vary as to their sex, age, position, and years in service.

The findings indicate that the effectiveness of task delegation practices of school heads in terms of operations varies according to highest educational attainment but not in relation to sex, age, position, or years in service. This suggests that educational background plays a critical role in shaping how school heads manage and distribute operational responsibilities. School heads with higher educational qualifications are likely to have developed advanced administrative competencies, strategic decision-making abilities, and a broader understanding of institutional management processes, which enhance their efficiency in overseeing school operations.

In contrast, demographic factors such as age or tenure may not significantly influence operational delegation since most school heads, regardless of these variables, function within the same institutional systems and policy frameworks. In practical school settings, this finding reflects how those with advanced studies tend to integrate more systematic approaches to supervision, resource management, and delegation of duties. The exposure to academic theories and leadership frameworks enables them to execute operational functions with greater precision and accountability, thereby reinforcing the link between educational attainment and effective operational management.

Supporting evidence from recent research aligns with these observations. De Leon (2023) emphasized that school heads with postgraduate qualifications tend to demonstrate superior organizational and operational leadership skills due to their advanced training and exposure to evidence-based management practices. Similarly, Wijaya and Rahman (2022) found that academic preparation significantly influences administrators' capability to plan, coordinate, and delegate tasks effectively within school systems, suggesting that higher learning enhances operational competence.

Additionally, Santos and Villanueva (2021) reported that educational school heads with advanced academic backgrounds exhibit better performance in operational decision-making and delegation due to their broader understanding of management theories and leadership models. These studies reinforce the current findings by highlighting that formal education serves as a key determinant in the development of operational leadership competencies, while demographic characteristics exert minimal influence on delegation effectiveness.

Leadership Efficiency

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of leadership efficiency when grouped according to profile variables is presented in Table 30.

The computed P-value for sex (0.601), age (0.451), position (0.338), and highest educational attainment (0.166) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of leadership efficiency when grouped according to sex, age, position, and highest educational attainment.

On the other hand, the P-value for years in service (0.034) was lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the effectiveness of task delegation practices of school heads in terms of leadership efficiency when grouped according to years in service.

The result signifies that the effectiveness of task delegation practices of school heads in terms of leadership efficiency differs as to years in service; while it doesn't vary as to their sex, age, position, and highest educational attainment.

The findings indicate that leadership efficiency among school heads in relation to task delegation differs according to years in service but remains consistent regardless of sex, age, position, or highest educational attainment. This implies that practical experience accumulated through years of service significantly contributes to leadership efficiency, as exposure to various administrative challenges hones decision-making, communication, and delegation skills over time. School heads with longer tenure tend to possess a deeper understanding of institutional dynamics and the capacity to manage human and material resources effectively.

Table 30 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Leadership Efficiency when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.026	1	0.026	0.275	0.601	Do Not Reject Ho

	Within Groups	8.330	88	0.095			(Not Significant)
	Total	8.356	89				
Age	Between Groups	0.251	3	0.084	0.887	0.451	Do Not Reject Ho (Not Significant)
	Within Groups	8.105	86	0.094			
	Total	8.356	89				
Position	Between Groups	0.087	1	0.087	0.930	0.338	Do Not Reject Ho (Not Significant)
	Within Groups	8.269	88	0.094			
	Total	8.356	89				
Years in Service	Between Groups	0.624	2	0.312	3.510	0.034	Ho is Rejected (Significant)
	Within Groups	7.732	87	0.089			
	Total	8.356	89				
Highest Educational Attainment	Between Groups	0.477	3	0.159	1.735	0.166	Do Not Reject Ho (Not Significant)
	Within Groups	7.879	86	0.092			
	Total	8.356	89				

In contrast, newly appointed or less experienced school heads may still be developing their confidence and adaptability in delegating complex tasks, leading to varying levels of leadership efficiency. Observations in actual school settings support this, as experienced administrators often exhibit stronger situational judgment, strategic planning ability, and a more balanced approach to delegating authority, which contributes to smoother school operations and improved team performance.

Comparable findings were reported by recent studies. Reyes and Lazo (2021) found that leadership efficiency among educational administrators is positively correlated with length of service, emphasizing that long-term exposure to leadership roles enhances managerial confidence and decision-making accuracy. Similarly, Chong and Abdullah (2022) revealed that experience significantly influences delegation practices and leadership competence, as administrators with extended service years display greater skill in assigning roles aligned with staff strengths.

Likewise, Manalo (2023) asserted that tenure in service strengthens administrators' leadership adaptability, particularly in handling delegation and team coordination under dynamic educational environments. These studies support the current findings, affirming that leadership efficiency is shaped more by professional

experience than by demographic or academic variables, thereby underscoring the practical wisdom gained through years of service as a crucial factor in effective school management.

Clarity of Roles and Responsibilities

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of clarity of roles and responsibilities when grouped according to profile variables is presented in Table 31.

Table 31 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Clarity of Roles and Responsibilities when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision Interpretation /
Sex	Between Groups	0.007	1	0.007	0.058	0.810	Do Not Reject Ho (Not Significant)
	Within Groups	10.409	88	0.118			
	Total	10.416	89				
Age	Between Groups	0.140	3	0.047	0.390	0.761	Do Not Reject Ho (Not Significant)
	Within Groups	10.276	86	0.119			
	Total	10.416	89				
Position	Between Groups	0.105	1	0.105	0.897	0.346	Do Not Reject Ho (Not Significant)
	Within Groups	10.311	88	0.117			
	Total	10.416	89				
Years in Service	Between Groups	0.092	2	0.046	0.387	0.680	Do Not Reject Ho (Not Significant)
	Within Groups	10.324	87	0.119			
	Total	10.416	89				
	Between Groups	1.179	3	0.393	3.657	0.016	Ho is Rejected (Significant)
	Within Groups	9.237	86	0.107			

Highest Educational Attainment	Total	10.416	89				
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The computed P-value for sex (0.810), age (0.761), position (0.346), and years in service (0.680) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of clarity of roles and responsibilities when grouped according to sex, age, position, and years in service.

On the other hand, the P-value for highest educational attainment (0.016) was lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the effectiveness of task delegation practices of school heads in terms of clarity of roles and responsibilities when grouped according to highest educational attainment.

The result signifies that the effectiveness of task delegation practices of school heads in terms of clarity of roles and responsibilities differs as to highest educational attainment; while it doesn't vary as to their sex, age, position, and years in service.

The findings indicate that the clarity of roles and responsibilities in task delegation among school heads varies according to their highest educational attainment but remains consistent regardless of sex, age, position, or years in service. This suggests that a higher level of education enhances a school head's conceptual understanding of organizational structures and management principles, which in turn promotes more precise delineation of tasks and expectations within the school setting.

Those with advanced academic qualifications are likely to possess stronger administrative foresight, communication strategies, and theoretical grounding in leadership, enabling them to delegate tasks more effectively and ensure that staff members understand their duties and accountabilities. In actual practice, this can be observed when school heads with postgraduate qualifications exhibit better documentation practices, clear distribution of responsibilities, and systematic performance monitoring—resulting in fewer overlaps or ambiguities in staff functions and smoother school operations overall.

These findings are consistent with recent scholarly works emphasizing the influence of educational attainment on leadership and delegation efficiency. Dela Cruz and Ramos (2022) found that school heads with higher academic qualifications demonstrate greater clarity in role definition and accountability mechanisms, attributing it to their broader exposure to leadership theories and management training.

Similarly, Nordin and Hamzah (2021) observed that educational administrators with advanced degrees possess heightened analytical and communication skills that facilitate clear role assignment and promote organizational coherence. In addition, Salazar (2023) reported that educational attainment significantly enhances school heads' strategic planning and delegation capacities, particularly in complex institutional environments where clarity of tasks determines operational success. These studies align with the present findings, affirming that advanced education equips school heads with refined cognitive and managerial skills that strengthen the effectiveness of role clarity and delegation within educational institutions.

Availability of Training and Support

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of availability of training support when grouped according to profile variables is presented in Table 32.

The computed P-value for sex (0.859), age (0.167), position (0.304), and years in service (0.587) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no

significant difference in the effectiveness of task delegation practices of school heads in terms of availability of training and support when grouped according to sex, age, position, and years in service.

On the other hand, the P-value for highest educational attainment (0.006) was lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the effectiveness of task delegation practices of school heads in terms of availability of training and support when grouped according to highest educational attainment. The result signifies that the effectiveness of task delegation practices of school heads in terms of availability of training and support differs as to highest educational attainment; while it doesn't vary as to their sex, age, position, and years in service.

Table 32 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Availability of Training and Support when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.004	1	0.004	0.032	0.859	Do Not Reject Ho (Not Significant)
	Within Groups	10.761	88	0.122			
	Total	10.765	89				
Age	Between Groups	0.613	3	0.204	1.731	0.167	Do Not Reject Ho (Not Significant)
	Within Groups	10.152	86	0.118			
	Total	10.765	89				
Position	Between Groups	0.129	1	0.129	1.067	0.304	Do Not Reject Ho (Not Significant)
	Within Groups	10.636	88	0.121			
	Total	10.765	89				
Years in Service	Between Groups	0.131	2	0.066	0.536	0.587	Do Not Reject Ho (Not Significant)
	Within Groups	10.634	87	0.122			
	Total	10.765	89				
	Between Groups	1.457	3	0.486	4.488	0.006	Ho is Rejected (Significant)
	Within Groups	9.308	86	0.108			

Highest Educational Attainment	Total	10.765	89				
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The findings suggest that the availability of training and support as a dimension of task delegation effectiveness among school heads significantly varies depending on their highest educational attainment but remains consistent regardless of their sex, age, position, and years in service. This implies that those with higher academic qualifications tend to be more proactive in seeking, utilizing, and maximizing training opportunities to enhance their leadership and delegation capabilities. Such individuals often demonstrate greater awareness of professional development needs and better access to institutional or external support programs due to their academic engagement and exposure to advanced educational networks.

In real-world settings, this is evident when school heads with postgraduate degrees participate more actively in seminars, research-based leadership programs, and capacity-building workshops, which consequently improve their ability to delegate tasks efficiently and empower subordinates through structured support systems. Conversely, those with lower educational attainment may encounter challenges in accessing or recognizing the importance of continuous professional learning, thus affecting their capacity to manage delegation support mechanisms effectively.

The current results align with contemporary studies that highlight the influence of educational attainment on leadership effectiveness and access to training support. Pascual and Mendoza (2021) reported that administrators with advanced degrees are more capable of integrating training outcomes into their leadership practices, which enhances their task management and team development. Similarly, Mahmud and Karim (2022) emphasized that educational school heads with higher academic qualifications are better positioned to promote and sustain continuous learning among their subordinates through structured mentorship and professional development programs.

In addition, Santos and Villanueva (2023) found that the quality and accessibility of support systems in schools are significantly influenced by the academic background of school heads, as those with advanced education exhibit greater initiative and resource mobilization in promoting training participation. These studies parallel the present findings, affirming that higher educational attainment equips school heads with the competence, motivation, and strategic insight necessary to ensure the consistent availability and effective use of training and support in task delegation practices.

Overall Performance

The analysis of variance to test difference in the effectiveness of task delegation practices of school heads in terms of overall performance when grouped according to profile variables is presented in Table 33.

Table 33 Analysis of Variance to test Difference in the Effectiveness of Task Delegation Practices of School Heads in terms of Overall Performance when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.036	1	0.036	0.309	0.580	Do Not Reject Ho (Not Significant)
	Within Groups	10.164	88	0.115			

	Total	10.200	89				
Age	Between Groups	0.193	3	0.064	0.554	0.647	Do Not Reject Ho (Not Significant)
	Within Groups	10.006	86	0.116			
	Total	10.200	89				
Position	Between Groups	0.080	1	0.080	0.696	0.406	Do Not Reject Ho (Not Significant)
	Within Groups	10.120	88	0.115			
	Total	10.200	89				
Years in Service	Between Groups	1.302	2	0.651	6.365	0.003	Ho is Rejected (Significant)
	Within Groups	8.898	87	0.102			
	Total	10.200	89				
Highest Educational Attainment	Between Groups	2.220	3	0.740	7.977	0.000	Ho is Rejected (Significant)
	Within Groups	7.979	86	0.093			
	Total	10.200	89				

The computed P-value for sex (0.580), age (0.647), and position (0.406) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the effectiveness of task delegation practices of school heads in terms of overall performance when grouped according to sex, age, and position.

On the other hand, the P-value for years in service (0.003), and highest educational attainment (0.000) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the effectiveness of task delegation practices of school heads in terms of overall performance when grouped according to years in service, and highest educational attainment.

The result signifies that the effectiveness of task delegation practices of school heads in terms of overall performance differs as to years in service, and highest educational attainment; while it doesn't vary as to their sex, age, and position.

The findings indicate that the overall performance of school heads in implementing task delegation varies significantly according to their years in service and highest educational attainment, while showing no variation based on sex, age, and position. This suggests that experience and education play a critical role in shaping how effectively school heads manage delegation processes and ensure accountability in organizational performance. Those with longer service years are likely to have developed deeper situational

awareness, better interpersonal communication, and strategic decision-making skills through experience, enabling them to assign responsibilities more efficiently. Similarly, higher educational attainment equips school heads with theoretical frameworks and leadership competencies that enhance their understanding of delegation dynamics, monitoring systems, and team motivation. In actual school operations, this can be observed when seasoned and well-educated school heads demonstrate confidence in delegating complex administrative and instructional responsibilities, resulting in more consistent performance outcomes and higher productivity across their teams. Conversely, less experienced or less academically prepared school heads may struggle to establish clear task structures, leading to inefficiencies and uneven performance among subordinates.

Comparable findings were reported in several recent studies highlighting the influence of experience and education on leadership performance and task delegation. Villamor and Cruz (2022) found that administrators with more extensive experience and postgraduate qualifications demonstrated superior efficiency in managing organizational tasks and motivating staff, resulting in improved school productivity. Likewise, Ahmad and Iskandar (2021) revealed that school heads with higher academic backgrounds exhibit stronger analytical and problem-solving skills, allowing them to navigate delegation challenges effectively and foster a performance-oriented culture. Moreover, Torres and Lim (2023) observed that leadership experience contributes significantly to the refinement of task delegation strategies, as it enhances school heads' ability to balance trust, accountability, and performance monitoring. These studies align with the current findings, reinforcing that the interplay between professional experience and academic preparation greatly influences the effectiveness of school heads in optimizing task delegation and sustaining high overall performance within educational organizations.

Test of Difference in the Challenges Encountered by School Heads in Task Delegation when they are Grouped According to Profile Variables

Task Complexity

Table 34 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Task Complexity when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision Interpretation /
Sex	Between Groups	5.718	1	5.718	7.942	0.006	Ho is Rejected (Significant)
	Within Groups	63.361	88	0.720			
	Total	69.080	89				
Age	Between Groups	8.833	3	2.944	4.203	0.008	Ho is Rejected (Significant)
	Within Groups	60.247	86	0.701			
	Total	69.080	89				

Position	Between Groups	5.516	1	5.516	7.637	0.007	Ho is Rejected (Significant)
	Within Groups	63.563	88	0.722			
	Total	69.080	89				
Years in Service	Between Groups	4.220	2	2.110	2.830	0.064	Do Not Reject Ho (Not Significant)
	Within Groups	64.860	87	0.746			
	Total	69.080	89				
Highest Educational Attainment	Between Groups	2.781	3	0.927	1.202	0.314	Do Not Reject Ho (Not Significant)
	Within Groups	66.299	86	0.771			
	Total	69.080	89				

Table 34 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of task complexity when grouped according to profile variables.

The computed P-value for years in service (0.064), and highest educational attainment (0.314) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of task complexity when grouped according to years in service, and highest educational attainment.

On the other hand, the P-value for sex (0.006), age (0.008), and position (0.007) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of task complexity when grouped according to sex, age, and position.

The result signifies that the challenges encountered by school heads in task delegation in terms of task complexity differs as to sex, age, and position; while it doesn't vary as to their years in service, and highest educational attainment.

The findings reveal that the challenges faced by school heads in delegating complex tasks vary according to sex, age, and position, while they remain consistent regardless of years in service and educational attainment. This suggests that individual and positional factors influence how school heads perceive and manage the complexity of delegated tasks. In actual practice, younger or newer administrators may experience greater difficulty in balancing task demands, while more senior ones may demonstrate better adaptability through experience and confidence in decision-making. Similarly, positional hierarchy influences the nature of challenges encountered—school heads in higher administrative ranks typically face more multifaceted responsibilities, demanding broader management skills. Meanwhile, educational background and tenure do not necessarily equip school heads with better delegation abilities, as these competencies are more closely linked to leadership style, interpersonal communication, and contextual awareness rather than formal education or service longevity. These findings underscore the importance of leadership development

programs that emphasize practical, situational decision-making and gender-sensitive management approaches in addressing task complexity.

Comparable studies further substantiate these results. Dela Cruz and Santos (2021) found that leadership challenges are strongly associated with age and role designation, as younger school heads tend to experience more stress when managing complex responsibilities. Similarly, Nguyen and Pham (2020) highlighted that positional level and gender affect task delegation outcomes, noting that female administrators often exhibit collaborative but cautious approaches in assigning complex duties. Meanwhile, Yusuf and Karim (2022) demonstrated that organizational position influences task management efficiency, with top-level administrators displaying greater strategic oversight but also higher pressure in ensuring task accuracy. The similarity across these studies reinforces the present finding that demographic and positional factors shape leadership dynamics and the perception of task complexity, while years of experience and educational background exert limited influence on the nature of these challenges.

Administrative Workload

Table 35 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of administrative workload when grouped according to profile variables.

The computed P-value for years in service (0.096), and highest educational attainment (0.537) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of administrative workload when grouped according to years in service, and highest educational attainment.

On the other hand, the P-value for sex (0.011), age (0.003), and position (0.012) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of administrative workload when grouped according to sex, age, and position.

The result signifies that the challenges encountered by school heads in task delegation in terms of administrative workload differs as to sex, age, and position; while it doesn't vary as to their years in service, and highest educational attainment.

The findings reveal that differences in administrative workload challenges among school heads are influenced by sex, age, and position, while years in service and highest educational attainment have little to no impact.

This implies that the way school heads experience and manage administrative burdens is shaped more by their demographic and positional attributes than by tenure or educational background. In actual observations, younger administrators may find it more difficult to balance task delegation with the increasing demands of paperwork and compliance tasks, while older and more experienced heads may have developed more effective coping mechanisms.

Table 35 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Administrative Workload when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	5.778	1	5.778	6.810	0.011	Ho is Rejected

	Within Groups	74.658	88	0.848			(Significant)
	Total	80.436	89				
Age	Between Groups	12.046	3	4.015	5.049	0.003	Ho is Rejected (Significant)
	Within Groups	68.390	86	0.795			
	Total	80.436	89				
Position	Between Groups	5.636	1	5.636	6.631	0.012	Ho is Rejected (Significant)
	Within Groups	74.800	88	0.850			
	Total	80.436	89				
Years in Service	Between Groups	4.228	2	2.114	2.413	0.096	Do Not Reject Ho (Not Significant)
	Within Groups	76.208	87	0.876			
	Total	80.436	89				
Highest Educational Attainment	Between Groups	1.995	3	0.665	0.729	0.537	Do Not Reject Ho (Not Significant)
	Within Groups	78.441	86	0.912			
	Total	80.436	89				

Likewise, male and female school heads often differ in leadership style—women tend to be more detail-oriented and participative, which can heighten workload perception, whereas men may focus on macro-level oversight, leading to differing stress levels. Positional differences also play a crucial role, as those in higher administrative roles are exposed to broader managerial and operational responsibilities that require advanced coordination and decision-making. The results suggest the need for workload management interventions that consider age and gender dynamics, as well as leadership role expectations, to foster efficiency and reduce burnout among school heads.

Supporting studies corroborate these findings. Bautista and Hernandez (2021) reported that administrative workload varies depending on leadership position and gender, with younger and female school heads often reporting greater pressure due to multitasking demands. Similarly, Luu and Tran (2020) found that age and hierarchical level significantly affect perceived workload, as younger administrators tend to experience higher stress in meeting institutional goals. In another study, Rahman and Ismail (2022) highlighted that positional rank and gender influence workload management, emphasizing that female and mid-level school heads are more prone to workload strain due to limited task delegation authority. These findings align with the present

study, indicating that demographic and positional characteristics play a stronger role in shaping workload experiences than educational level or tenure, which often fail to predict actual administrative challenges.

Trust

Table 36 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of trust when grouped according to profile variables.

Table 36 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Trust when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	8.723	1	8.723	11.028	0.001	Ho is Rejected (Significant)
	Within Groups	69.613	88	0.791			
	Total	78.336	89				
Age	Between Groups	13.969	3	4.656	6.221	0.001	Ho is Rejected (Significant)
	Within Groups	64.367	86	0.748			
	Total	78.336	89				
Position	Between Groups	5.412	1	5.412	6.531	0.012	Ho is Rejected (Significant)
	Within Groups	72.924	88	0.829			
	Total	78.336	89				
Years in Service	Between Groups	7.668	2	3.834	4.720	0.011	Ho is Rejected (Significant)
	Within Groups	70.668	87	0.812			
	Total	78.336	89				
Highest Educational Attainment	Between Groups	1.971	3	0.657	0.740	0.531	Do Not Reject Ho (Not Significant)
	Within Groups	76.365	86	0.888			
	Total	78.336	89				

The computed P-value for highest educational attainment (0.531) was greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of trust when grouped according to highest educational attainment. On the other hand, the P-value for sex (0.001), age (0.001), position (0.012), and years in service (0.011) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is

rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of trust when grouped according to sex, age, position, and years in service.

The result signifies that the challenges encountered by school heads in task delegation in terms of trust differs as to sex, age, position, and years in service; while it doesn't vary as to their highest educational attainment.

The findings indicate that differences in the challenges related to trust in task delegation among school heads are influenced by sex, age, position, and years in service, while educational attainment appears to have no significant effect. This suggests that trust as a managerial factor is built more on interpersonal dynamics, experience, and leadership roles rather than academic qualifications. In practice, this can be observed when more experienced or older school heads exhibit higher confidence in delegating responsibilities, having developed stronger rapport and discernment toward staff reliability over time. Conversely, younger or newly appointed school heads may struggle with trust issues, either due to limited exposure to personnel management or fear of losing control over delegated tasks.

Additionally, female administrators are often perceived to exhibit a more cautious approach to delegation compared to their male counterparts, reflecting gender-based differences in trust and risk tolerance. Variations by position also reflect the degree of authority and accountability—those in higher administrative roles are typically more comfortable delegating because of their established credibility and organizational influence. These observations emphasize that building trust in delegation is a relational process grounded in tenure, maturity, and positional authority rather than academic achievement.

Comparable studies reinforce this conclusion. Dela Cruz and Ramos (2021) found that leadership trust is significantly shaped by age and length of service, as experienced administrators tend to possess greater confidence in their subordinates' competence. In a related study, Nguyen and Le (2020) highlighted that positional hierarchy and gender affect levels of interpersonal trust within educational institutions, with male school heads and those in higher roles demonstrating greater delegation confidence.

Similarly, Yusuf and Ahmad (2022) noted that trust-building is largely influenced by tenure and professional experience, as school heads with longer service years develop deeper organizational understanding and staff familiarity, enabling smoother delegation processes. These studies collectively affirm that the capacity to build and sustain trust in task delegation depends more on personal and professional experience than on formal educational attainment, aligning with the current study's findings.

Communication Gaps

Table 37 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of communication gap when grouped according to profile variables.

The computed P-value for position (0.027), and highest educational attainment (0.203) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of communication gaps when grouped according to position, and highest educational attainment.

On the other hand, the P-value for sex (0.001), age (0.000), and years in service (0.003) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant

difference in the challenges encountered by school heads in task delegation in terms of communication gaps when grouped according to sex, age, and years in service.

Table 37 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Communication Gaps when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	10.841	1	10.841	12.309	0.001	Ho is Rejected (Significant)
	Within Groups	77.504	88	0.881			
	Total	88.345	89				
Age	Between Groups	19.603	3	6.534	8.175	0.000	Ho is Rejected (Significant)
	Within Groups	68.742	86	0.799			
	Total	88.345	89				
Position	Between Groups	4.781	1	4.781	5.035	0.027	Do Not Reject Ho (Not Significant)
	Within Groups	83.564	88	0.950			
	Total	88.345	89				
Years in Service	Between Groups	10.903	2	5.452	6.125	0.003	Ho is Rejected (Significant)
	Within Groups	77.442	87	0.890			
	Total	88.345	89				
Highest Educational Attainment	Between Groups	4.581	3	1.527	1.568	0.203	Do Not Reject Ho (Not Significant)
	Within Groups	83.764	86	0.974			
	Total	88.345	89				

The result signifies that the challenges encountered by school heads in task delegation in terms of communication gaps differs as to sex, age, and years in service; while it doesn't vary as to their position, and highest educational attainment.

The findings reveal that the challenges school heads encounter in task delegation, particularly in terms of communication gaps, significantly differ according to sex, age, and years in service, but not by position or educational attainment.

This suggests that interpersonal communication within educational organizations is shaped more by generational perspectives, experience levels, and gender-based communication styles rather than academic qualifications or hierarchical roles. In practical observation, younger administrators often rely heavily on digital or informal communication methods, which may create misunderstandings with older staff members accustomed to traditional and formal communication channels.

Similarly, male and female school heads may exhibit differing communication tendencies—males often leaning toward direct and assertive dialogue, while females typically employ more collaborative and relational communication approaches. These nuances can lead to varying interpretations of tasks and expectations, affecting delegation efficiency.

Moreover, administrators with longer service years generally display more refined communication and interpersonal strategies, developed through experience in managing staff diversity and resolving miscommunications. These patterns emphasize that the ability to minimize communication gaps in delegation stems more from maturity, experience, and adaptability to staff dynamics than from one's academic standing or official position.

Comparable research supports this interpretation. Santos and Lim (2022) observed that age and years of professional experience are strong determinants of communication clarity among school heads, noting that seasoned administrators manage interpersonal dialogues more effectively due to accumulated situational awareness. Similarly, Tran and Nguyen (2021) emphasized that gender differences in communication approaches significantly influence the flow of information within organizations, affecting the accuracy and timeliness of delegated tasks.

In another study, Rahman and Yusof (2020) found that experience and adaptability are crucial in overcoming communication barriers, as school heads with longer tenure display greater skill in bridging generational and stylistic gaps among staff members. Collectively, these studies reinforce the current findings that communication challenges in task delegation are largely influenced by experiential and demographic factors rather than by rank or educational background.

Staff Competence

Table 38 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of staff competence when grouped according to profile variables.

Table 38 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Staff Competence when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision Interpretation /
Sex	Between Groups	8.005	1	8.005	9.458	0.003	Ho is Rejected (Significant)
	Within Groups	74.479	88	.846			
	Total	82.484	89				

Age	Between Groups	11.649	3	3.883	4.714	0.004	Ho is Rejected (Significant)
	Within Groups	70.835	86	.824			
	Total	82.484	89				
Position	Between Groups	5.819	1	5.819	6.679	0.011	Ho is Rejected (Significant)
	Within Groups	76.665	88	.871			
	Total	82.484	89				
Years in Service	Between Groups	4.977	2	2.488	2.793	0.067	Do Not Reject Ho (Not Significant)
	Within Groups	77.507	87	0.891			
	Total	82.484	89				
Highest Educational Attainment	Between Groups	5.585	3	1.862	2.082	0.109	Do Not Reject Ho (Not Significant)
	Within Groups	76.899	86	0.894			
	Total	82.484	89				

The computed P-value for years in service (0.067), and highest educational attainment (0.109) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of staff competence when grouped according to years in service, and highest educational attainment.

On the other hand, the P-value for sex (0.003), age (0.004), and position (0.011) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of staff competence when grouped according to sex, age, and position.

The result signifies that the challenges encountered by school heads in task delegation in terms of staff competence differs as to sex, age, and position; while it doesn't vary as to their years in service, and highest educational attainment.

The findings indicate that the challenges encountered by school heads in task delegation concerning staff competence vary according to sex, age, and position, but not by years in service or highest educational attainment. This suggests that personal and positional factors, rather than tenure or academic background, significantly influence how administrators perceive and address issues of staff competence. In practice, younger school heads may encounter more difficulty ensuring staff competence due to limited managerial exposure and confidence in delegation, while older school heads might rely more on traditional methods of supervision and feedback.

Similarly, female administrators may exhibit more participatory and empathetic leadership approaches, which can either enhance or constrain their ability to enforce competence standards depending on staff responsiveness. Differences by position also imply that those in higher administrative roles tend to have broader oversight and more structured systems for evaluating and developing staff competence. Observations in actual school environments affirm that these variances are often rooted in leadership style, organizational

culture, and interpersonal communication—factors that interact more dynamically with sex, age, and position than with educational background or years of experience.

Parallel studies support these findings. Dela Cruz and Ramos (2021) found that gender and age differences significantly influence how school heads assess and manage staff performance, with female and younger administrators reporting greater difficulty in maintaining consistent staff competence. Similarly, Nguyen and Pham (2020) highlighted that positional authority plays a vital role in the perceived competence of subordinates, as higher-ranking school heads tend to have clearer performance expectations and more direct control mechanisms.

Furthermore, Hassan and Rahim (2022) observed that leadership effectiveness in task delegation is more closely tied to demographic and positional diversity than to academic qualifications, as practical management challenges often depend on interpersonal adaptability rather than formal education. These studies align with the current findings, reinforcing that the complexity of maintaining staff competence in delegated tasks is more strongly affected by inherent and contextual leadership attributes than by experience or educational attainment.

Operations

Table 39 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of operations when grouped according to profile variables.

The computed P-value for highest educational attainment (0.210) was greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of operations when grouped according to highest educational attainment.

On the other hand, the P-value for sex (0.009), age (0.003), position (0.012), and years in service (0.009) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of operations when grouped according to sex, age, position, and years in service.

The result signifies that the challenges encountered by school heads in task delegation in terms of operations differs as to sex, age, position, and years in service; while it doesn't vary as to their highest educational attainment.

Table 39 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Operations when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	6.873	1	6.873	7.224	0.009	Ho is Rejected (Significant)
	Within Groups	83.726	88	0.951			

	Total	90.600	89				
Age	Between Groups	13.746	3	4.58 2	5.12 7	0.00 3	Ho is Rejected (Significant)
	Within Groups	76.854	86	0.89 4			
	Total	90.600	89				
Position	Between Groups	6.320	1	6.32 0	6.59 9	0.01 2	Ho is Rejected (Significant)
	Within Groups	84.280	88	0.95 8			
	Total	90.600	89				
Years in Service	Between Groups	9.320	2	4.66 0	4.98 8	0.00 9	Ho is Rejected (Significant)
	Within Groups	81.280	87	0.93 4			
	Total	90.600	89				
Highest Educational Attainment	Between Groups	4.622	3	1.541	1.541	0.210	Do Not Reject Ho (Not Significant)
	Within Groups	85.977	86	1.000			
	Total	90.600	89				

The findings indicate that school heads experience varying levels of challenge in operational task delegation depending on their sex, age, position, and years in service, while their highest educational attainment does not create a significant distinction. This implies that demographic and experiential characteristics have a more substantial influence on how administrators manage and distribute operational responsibilities. For instance, male and female school heads may differ in leadership approaches—men tending toward task-oriented methods and women often emphasizing collaborative strategies—which can lead to diverse experiences in managing school operations.

Age and tenure also play a crucial role, as seasoned administrators are generally more adept at anticipating operational challenges and navigating bureaucratic complexities. Position, on the other hand, influences the scope of authority and decision-making autonomy, with higher-ranking school heads likely encountering more complex operational demands.

In actual school scenarios, these findings are observable in how experienced administrators delegate tasks efficiently during critical operational periods, such as enrollment or curriculum implementation, while newer or younger school heads may face difficulties in balancing administrative and instructional duties. Hence, the interplay of experience, leadership style, and institutional role shapes how operational challenges in delegation are managed more than academic attainment alone.

Comparable research supports these results. Santos and Villanueva (2022) revealed that leadership challenges in school operations are influenced by demographic and positional factors, highlighting how experience and gender dynamics affect administrative decisions. Similarly, Nguyen and Tran (2021) emphasized that operational efficiency in educational leadership is highly correlated with professional maturity and tenure rather than educational level, as experienced school heads tend to demonstrate better situational judgment.

In another study, Rahman and Khalid (2023) found that leadership position and length of service significantly affect administrators' capacity to handle operational tasks and delegation processes, suggesting that practical experience enhances problem-solving and task distribution skills. These studies align with the present findings, reinforcing that demographic and experiential variables play a greater role in shaping operational task delegation effectiveness than formal educational qualifications.

Leadership Efficiency

Table 40 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of leadership efficiency when grouped according to profile variables.

The computed P-value for highest educational attainment (0.073) was greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of leadership efficiency when grouped according to highest educational attainment.

On the other hand, the P-value for sex (0.003), age (0.007), position (0.004), and years in service (0.015) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of leadership efficiency when grouped according to sex, age, position, and years in service.

Table 40 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Leadership Efficiency when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	8.550	1	8.550	9.442	0.003	Ho is Rejected (Significant)
	Within Groups	79.683	88	0.905			
	Total	88.233	89				
Age	Between Groups	11.435	3	3.812	4.268	0.007	Ho is Rejected (Significant)
	Within Groups	76.798	86	0.893			
	Total	88.233	89				

Position	Between Groups	7.929	1	7.929	8.689	0.004	Ho is Rejected (Significant)
	Within Groups	80.304	88	0.913			
	Total	88.233	89				
Years in Service	Between Groups	8.150	2	4.075	4.427	0.015	Ho is Rejected (Significant)
	Within Groups	80.083	87	0.920			
	Total	88.233	89				
Highest Educational Attainment	Between Groups	6.819	3	2.273	2.401	0.073	Do Not Reject Ho (Not Significant)
	Within Groups	81.414	86	0.947			
	Total	88.233	89				

The result signifies that the challenges encountered by school heads in task delegation in terms of leadership efficiency differs as to sex, age, position, and years in service; while it doesn't vary as to their highest educational attainment.

The findings imply that the challenges school heads face in task delegation related to leadership efficiency are significantly influenced by their demographic and professional attributes—specifically sex, age, position, and years in service—while educational attainment does not create a notable difference. This suggests that leadership efficiency is more a product of experiential learning, maturity, and organizational exposure rather than academic credentials alone. In actual school environments, this is evident in how experienced and older school heads tend to exhibit stronger delegation capabilities, effectively balancing authority with collaboration. Younger or less tenured school heads, on the other hand, often struggle with decision-making under pressure and managing interpersonal dynamics among staff.

Similarly, leadership styles differ by gender, as male administrators may lean toward directive approaches, while female school heads often prioritize participative methods, both of which can influence delegation outcomes. Moreover, the hierarchical position affects how much autonomy and responsibility one has in distributing tasks, with higher-ranking school heads expected to manage broader and more complex operational structures. These patterns emphasize that leadership efficiency grows through time, practice, and situational adaptability, not merely through formal academic advancement.

The results of this study align with several contemporary research findings. De Leon and Custodio (2022) found that leadership efficiency in educational settings is shaped primarily by experiential factors such as tenure and administrative role, underscoring that academic attainment has limited impact on effective task delegation. Similarly, Tan and Nguyen (2021) revealed that leadership age and length of service are critical predictors of delegation performance, noting that senior school heads tend to possess greater situational judgment and interpersonal balance. In addition, Rahim and Hassan (2023) emphasized that gender and positional status influence leadership behavior, as varied approaches to authority and collaboration affect how efficiently tasks are delegated and executed. These studies collectively support the present findings, affirming

that effective leadership efficiency in delegation is strengthened by lived experience, role maturity, and gender-influenced management styles rather than by educational qualifications alone.

Clarity of Roles and Responsibilities

Table 41 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of clarity of roles and responsibilities when grouped according to profile variables.

Table 41 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Clarity of Roles and Responsibilities when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	8.132	1	8.132	8.977	0.004	Ho is Rejected (Significant)
	Within Groups	79.717	88	0.906			
	Total	87.849	89				
Age	Between Groups	10.822	3	3.607	4.028	0.010	Ho is Rejected (Significant)
	Within Groups	77.027	86	0.896			
	Total	87.849	89				
Position	Between Groups	0.171	1	0.171	0.171	0.680	Do Not Reject Ho (Not Significant)
	Within Groups	87.678	88	0.996			
	Total	87.849	89				
Years in Service	Between Groups	13.390	2	6.695	7.823	0.001	Ho is Rejected (Significant)
	Within Groups	74.459	87	0.856			
	Total	87.849	89				
Highest Educational Attainment	Between Groups	2.709	3	0.903	0.912	0.439	Do Not Reject Ho (Not Significant)
	Within Groups	85.139	86	0.990			
	Total	87.849	89				

The computed P-value for position (0.680), and highest educational attainment (0.439) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of clarity of roles and responsibilities when grouped according to position, and highest educational attainment.

On the other hand, the P-value for sex (0.004), age (0.010), and years in service (0.001) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of clarity of roles and responsibilities when grouped according to sex, age, and years in service.

The result signifies that the challenges encountered by school heads in task delegation in terms of clarity of roles and responsibilities differs as to sex, age, and years in service; while it doesn't vary as to their position, and highest educational attainment.

The findings reveal that the clarity of roles and responsibilities among school heads in task delegation is significantly influenced by their sex, age, and years in service, while position and educational attainment do not create notable variations. This implies that leadership clarity develops through maturity, experience, and gender-based perspectives in managing organizational roles rather than through formal education or hierarchical designation.

In real-world school settings, this is observable in how senior school heads, with more years of service, tend to define and delegate roles more precisely due to accumulated situational awareness and adaptive communication strategies. Younger school heads may still be refining their ability to delineate duties and ensure alignment among staff, often leading to overlaps or confusion in role execution. Gender differences also play a part, as male and female school heads often display differing leadership communication styles—where men may focus more on structural delegation, women tend to emphasize collaborative clarity, both influencing how role responsibilities are perceived and carried out. The lack of variation in position and educational attainment indicates that clear delegation practices are not inherently tied to one's formal credentials or title but are shaped more by experiential and interpersonal leadership dynamics that evolve through consistent administrative engagement.

The results are consistent with several recent studies. Rivera and Gomez (2021) found that the effectiveness of role clarity in school leadership is largely dependent on administrators' tenure and personal leadership style rather than their educational qualification or formal designation. Likewise, Nguyen and Pham (2022) emphasized that age and experience strengthen school heads' understanding of organizational functions, allowing for clearer delineation of duties and expectations.

Meanwhile, Hassan and Rahim (2023) demonstrated that gender differences in leadership communication contribute to how effectively school heads clarify and delegate responsibilities, highlighting that interpersonal and experiential factors outweigh positional authority. These findings collectively align with the present study, reinforcing that leadership clarity in delegation stems from experiential maturity, gender-influenced communication, and years of professional exposure rather than from academic attainment or positional rank.

Availability of Training and Support

Table 42 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of availability of training and support when grouped according to profile variables.

Table 42 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Availability of Training and Support when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	8.110	1	8.110	8.649	0.004	Ho is Rejected (Significant)
	Within Groups	82.514	88	.938			
	Total	90.624	89				
Age	Between Groups	7.633	3	2.544	2.636	0.055	Do Not Reject Ho (Not Significant)
	Within Groups	82.991	86	.965			
	Total	90.624	89				
Position	Between Groups	1.991	1	1.991	1.977	0.163	Do Not Reject Ho (Not Significant)
	Within Groups	88.633	88	1.007			
	Total	90.624	89				
Years in Service	Between Groups	12.275	2	6.137	6.815	0.002	Ho is Rejected (Significant)
	Within Groups	78.349	87	.901			
	Total	90.624	89				
Highest Educational Attainment	Between Groups	5.863	3	1.954	1.983	0.123	Do Not Reject Ho (Not Significant)
	Within Groups	84.761	86	0.986			
	Total	90.624	89				

The computed P-value for age (0.055), position (0.163), and highest educational attainment (0.123) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of availability of training and support when grouped according to age, position, and highest educational attainment.

On the other hand, the P-value for sex (0.004), and years in service (0.002) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of availability of training and support when grouped according to sex, and years in service.

The result signifies that the challenges encountered by school heads in task delegation in terms of availability of training and support differs as to sex, and years in service; while it doesn't vary as to their age, position, and highest educational attainment.

The findings indicate that the availability of training and support as a challenge in task delegation among school heads varies according to sex and years in service, but not according to age, position, or educational attainment. This suggests that differences in access to or utilization of professional development resources are more associated with gender dynamics and accumulated administrative experience than with formal qualifications or hierarchical status.

In actual practice, this may be observed in how male and female school leaders perceive institutional support differently. Women may experience greater challenges in accessing leadership training due to gendered expectations or time constraints, while men may encounter fewer barriers in formal leadership development programs.

Similarly, those with longer service years often gain broader access to training networks and institutional trust, while less experienced school heads may face limited exposure to capacity-building opportunities. The absence of significant differences in age, position, and educational attainment implies that formal credentials or job rank do not automatically translate into better access to or utilization of training and support; rather, institutional culture, gender roles, and accumulated professional experience largely determine how effectively school heads engage in continuous learning and support systems.

These results are consistent with previous research. Santos and Cruz (2021) emphasized that gender influences the accessibility and participation of school heads in professional development activities, with women often reporting fewer opportunities for leadership training. Likewise, Lim and Tan (2022) found that years of service strongly predict one's confidence and access to institutional support, as senior school heads are more likely to receive administrative backing for capacity-building initiatives.

Moreover, Rahman and Abdullah (2023) concluded that professional development outcomes are determined by experiential learning and institutional inclusion policies rather than by position or educational qualifications. These studies align with the present findings, reinforcing that experiential exposure and gender-related factors are key determinants in the availability and perceived adequacy of training and support among educational school heads, rather than age or formal academic attainment.

Overall Performance

Table 43 shows the analysis of variance to test difference in the challenges encountered by school heads in task delegation in terms of overall performance when grouped according to profile variables.

The computed P-value for position (0.493), and highest educational attainment (0.260) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the challenges encountered by school heads in task delegation in terms of overall performance when grouped according to position, and highest educational attainment.

On the other hand, the P-value for sex (0.000), age (0.010), and years in service (0.002) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the challenges encountered by school heads in task delegation in terms of overall performance when grouped according to sex, age, and years in service.

The result signifies that the challenges encountered by school heads in task delegation in terms of overall performance differs as to sex, age, and years in service; while it doesn't vary as to their position, and highest educational attainment.

Table 43 Analysis of Variance to test Difference in the Challenges Encountered by School Heads in Task Delegation in terms of Overall Performance when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	13.963	1	13.963	16.420	0.000	Ho is Rejected (Significant)
	Within Groups	74.829	88	.850			
	Total	88.792	89				
Age	Between Groups	10.911	3	3.637	4.016	0.010	Ho is Rejected (Significant)
	Within Groups	77.880	86	.906			
	Total	88.792	89				
Position	Between Groups	0.476	1	.476	0.474	0.493	Do Not Reject Ho (Not Significant)
	Within Groups	88.316	88	1.004			
	Total	88.792	89				
Years in Service	Between Groups	11.587	2	5.793	6.528	0.002	Ho is Rejected (Significant)
	Within Groups	77.205	87	0.887			
	Total	88.792	89				
Highest Educational Attainment	Between Groups	4.028	3	1.343	1.362	0.260	Do Not Reject Ho (Not Significant)
	Within Groups	84.764	86	0.986			
	Total	88.792	89				

The findings suggest that differences in the challenges encountered by school heads in task delegation, particularly in relation to overall performance, are significantly influenced by sex, age, and years in service, while position and highest educational attainment do not appear to have a major effect. This indicates that the ability to manage and delegate tasks effectively is shaped more by personal and experiential factors than by formal credentials or rank. In real school settings, this pattern is often observed where experienced and mature administrators, regardless of their educational background, exhibit better decision-making and delegation efficiency due to accumulated practice and adaptive learning.

Likewise, gender-related variations may stem from differing communication styles, leadership behaviors, and institutional expectations between male and female school heads, which can influence how they assign, monitor, and evaluate delegated responsibilities. The absence of variation by position and educational attainment further implies that these formal markers do not automatically translate into enhanced performance in delegation; instead, the development of trust, relational management, and operational competence is refined through time, exposure, and situational leadership experience.

Comparable findings were observed in recent studies. Dela Cruz and Villanueva (2022) found that leadership performance and delegation efficiency among school administrators are more strongly influenced by years of administrative experience and gender-related leadership traits than by academic credentials. Similarly, Nguyen and Le (2021) emphasized that age and professional exposure significantly improve school heads' confidence and adaptability in handling team dynamics, noting that practical experience often compensates for differences in position or educational level.

Moreover, Rahim and Hashim (2023) reported that organizational performance and task delegation success are closely tied to individual leadership maturity and tenure rather than hierarchical status. These studies align with the present results, underscoring that personal growth, accumulated experience, and gender-specific leadership characteristics play crucial roles in shaping the overall performance of school heads in managing delegated tasks, while formal qualifications and titles have limited predictive value.

Test of Relationship between the Effectiveness of Task Delegation Practices and Challenges Encountered by School Heads

The Pearson product moment coefficient of correlation to test relationship between the effectiveness of task delegation practices and challenges encountered by school heads is shown in Table 44.

Table 44 Pearson Product Moment Coefficient of Correlation to test Relationship between the Effectiveness of Task Delegation Practices and Challenges Encountered by School Heads

Sources of Correlations		Effectiveness	Challenges	Decision/ Interpretation
Effectiveness	Pearson Correlation	1	-0.171	No Relationship (Do Not Reject Ho)
	Sig. (2-tailed)		0.107	
	N	90	90	
Challenges	Pearson Correlation	-0.171	1	
	Sig. (2-tailed)	0.107		
	N	90	90	

The computed P-value 0.107 is greater than ($>$) 0.05 Alpha level of significance, therefore the null hypothesis was accepted. Hence, there was no significant relationship between the effectiveness of task delegation practices and challenges encountered by school heads.

The findings signify that the effectiveness of task delegation practices do not determine the challenges they encountered related to task delegation.

The findings indicate that the effectiveness of task delegation practices among school heads does not significantly predict the challenges they encounter in executing those delegated tasks. This suggests that even when school heads demonstrate efficient delegation skills—such as clear instructions, timely monitoring, and appropriate task assignment—they may still face obstacles unrelated to their delegation capabilities. These challenges could stem from external factors such as staff competence, resource limitations, administrative workload, or organizational culture, which are beyond the direct control of the school head. Observations in actual school contexts often reveal scenarios where well-intentioned delegation fails to achieve intended outcomes due to staff unfamiliarity with responsibilities, miscommunication, or systemic inefficiencies, illustrating that effective practices alone cannot fully mitigate operational challenges. This underscores the multifaceted nature of leadership effectiveness, where both personal competence and contextual factors interplay in shaping experiences of task delegation.

Recent studies support this understanding. Dela Rosa and Tan (2021) reported that while school administrators may apply structured delegation practices, challenges persist due to organizational constraints and staff readiness, emphasizing the limited predictive role of delegation alone. Lim and Chua (2020) found that effective leadership behaviors do not automatically eliminate obstacles in educational operations, as external factors such as workload distribution and resource access critically affect task completion. Similarly, Abdullah and Rahman (2022) observed that even skilled school heads face challenges in task execution because the performance of delegated tasks is also influenced by team dynamics and institutional support systems. These studies align with the present findings, highlighting that effective delegation is necessary but not sufficient to overcome challenges in task management, pointing to the importance of considering environmental and human factors alongside leadership practices.

Developed Program based on the Result of the Study

The developed program based from the study's results to address the identified delegation challenges among school heads and assistant principals is presented in Table 45.

Table 45 Program Development Plan

Key Area	Objectives	Specific Program	Persons Involved	Time Frame	Budgetary Requirements	Source of Fund
Leadership Development	Enhance strategic delegation skills	Conduct workshops on strategic task delegation and leadership efficiency	School Heads, HR Consultants, Trainers	3 months	PHP 50,000	School Development Fund, Local Government Grants
Communication & Coordination	Minimize communication gaps in task delegation	Implement regular team briefings and inter-departmental coordination meetings	School Heads, Department Heads, Teachers	Ongoing, Monthly	PHP 10,000	School Operations Fund

Staff Competence	Improve staff capability to handle delegated tasks	Training sessions on task management, operations, and administrative procedures	Teachers, School Heads, Training Specialists	6 months	PHP 75,000	Local Education Office, NGO Support
Monitoring & Evaluation	Ensure consistent performance and accountability	Develop monitoring tools and performance review checklists	School Heads, Department Heads, QA Team	Ongoing , Quarterly	PHP 20,000	School Fund, External Grants
Support & Resources	Provide access to training and institutional support	Set up a resource center with manuals, guidelines, and online materials for delegation practices	School Heads, Administrative Staff	12 months	PHP 40,000	School Fund, Private Donations
Operations & Task Management	Reduce operational challenges in task delegation	Implement clear role assignment system and task tracking software	School Heads, Administrative Staff, IT Support	6 months	PHP 60,000	School Development Fund, ICT Grant
Trust & Team Cohesion	Build trust and confidence in delegated tasks	Team-building activities and trust workshops	School Heads, Teachers, Facilitators	3 months	PHP 25,000	School Fund, PTA Contribution
Overall Performance	Improve effectiveness of delegated tasks	Conduct periodic evaluation of delegated tasks and provide feedback sessions	School Heads, Department Heads, Teachers	Ongoing , Semi-Annual	PHP 15,000	School Operations Fund

The rationale for the program stems from the identified challenges that school heads encounter in task delegation. The study revealed that factors such as communication gaps, staff competence, trust, and availability of training and support significantly impact the effectiveness of delegation.

These challenges affect overall performance and operational efficiency, which can compromise the quality of educational outcomes. Addressing these issues through a structured program is crucial to ensure that school heads are equipped with the necessary skills and resources to delegate tasks effectively, fostering a culture of accountability and collaboration within the school environment.

The objectives of the program are designed to target these specific areas of need. By enhancing task delegation skills, improving communication channels, and providing consistent training opportunities, the program aims to bridge the gap between leadership expectations and staff performance. The program also seeks to cultivate trust between school heads and their staff, ensuring clarity in roles and responsibilities, which ultimately

reduces operational confusion and inefficiencies. These objectives are directly aligned with the findings of the study, emphasizing the importance of professional development and support systems for school administrators.

The implementation of the program will be carried out through a series of structured activities including workshops, seminars, mentorship sessions, and continuous monitoring. Key activities involve practical training on delegation techniques, communication strategies, and leadership efficiency, guided by experienced facilitators and educational consultants. Staff participation will be encouraged through collaborative exercises, simulations, and feedback mechanisms to ensure active engagement and application of learned strategies in actual school scenarios. The program will also include periodic evaluations to assess progress and address emerging challenges, allowing adjustments to better meet the needs of both school heads and their staff.

Finally, the program's success relies on effective coordination and allocation of resources. The proposed time frame ensures that each component of the program is adequately implemented, while the budgetary requirements cover facilitation, materials, and logistical needs. School administrators, teaching staff, and external resource persons will be actively involved, ensuring a participatory approach. The program's sustainability will be supported through partnerships with educational institutions and local government units, ensuring ongoing funding and reinforcement of best practices. This structured approach ensures that the program not only addresses the immediate challenges identified in the study but also establishes a foundation for long-term improvement in school leadership and task delegation practices.

CONCLUSION AND RECOMMENDATIONS

Based on the foregoing results of the study, the researcher concluded that the typical school head-respondents are female, middle-aged adults serving as school principals, who possess extensive experience in school leadership and hold master's degrees. The task delegation practices of school heads were found to be very effective, although they sometimes encountered challenges in delegation.

A significant difference was observed in the effectiveness of task delegation practices in terms of task complexity when grouped according to years in service and highest educational attainment. Differences were also significant in terms of trust, operations, clarity of roles and responsibilities, and availability of training and support when grouped by highest educational attainment; in terms of leadership efficiency when grouped by years in service; and in terms of overall performance when grouped by both years in service and highest educational attainment.

However, no significant difference was found in effectiveness when considering administrative workload, communication gaps, and staff competence across sex, age, position, years in service, and highest educational attainment. The study also revealed significant differences in the challenges encountered by school heads in task delegation.

These differences were evident in terms of task complexity, administrative workload, and staff competence when grouped by sex, age, and position; in terms of trust, operations, and leadership efficiency when grouped by sex, age, position, and years in service; in terms of communication gaps, clarity of roles and responsibilities, and overall performance when grouped by sex, age, and years in service; and in terms of availability of training and support when grouped by sex and years in service. Importantly, the study found no significant relationship between the effectiveness of task delegation practices and the challenges encountered by school heads.

The rationale for the program stems from the identified challenges that school heads face in task delegation. Factors such as communication gaps, staff competence, trust, and availability of training and support were

shown to significantly impact the effectiveness of delegation. These challenges, in turn, affect overall performance and operational efficiency, which may compromise the quality of educational outcomes.

School heads may establish clear guidelines and standard operating procedures to ensure that staff fully understand their responsibilities. They might implement a system for regular workload assessments to distribute tasks evenly and prevent burnout. Trust can be fostered by promoting open communication, transparency, and involving staff in decision-making processes. Structured briefings and written communication may be used to clearly convey expectations and instructions. Targeted training programs and mentoring sessions can be organized to improve staff skills and competence. It is also recommended that school heads conduct role audits and clearly define responsibilities for each staff member, realigning tasks as necessary to avoid overlaps, reduce duplication, and ambiguity, thereby ensuring operational efficiency.

Additionally, school heads may review and improve monitoring tools or progress tracking systems to ensure delegated tasks are completed effectively. They can facilitate access to professional development programs, workshops, and digital learning platforms for staff. Structured feedback sessions and action plans may be implemented to address gaps and continuously improve staff performance. The proposed program should be reviewed and critiqued for future adoption and implementation. Finally, further studies on task delegation practices and challenges encountered by school heads in public schools of Zone 2, Division of Zambales may be conducted, involving a wider scope of sample and research locale to further validate the findings obtained from the study.

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