

Time Management Practices, And Interpersonal Communication among School Administrators: Their Influence on the Teachers' Motivation for Effective Teaching Performance

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Abstract

This descriptive-correlational investigation determined the effectiveness of time management practices and interpersonal communication of school administrators and their influence on the teachers' motivation for effective teaching performance among state universities and colleges (SUCs) in Panay. The respondents of this study were randomly chosen 130 school administrators and 307 faculty members proportionately distributed to the main and external campuses in Panay. They were classified according to categories of variables, age, gender, civil status, length of work experience and educational attainment. The statistical tools used for descriptive analysis were the means and standard deviation and for inferential were the t-test for independent samples, one way analysis of variance (ANOVA), the Chi Square and the Stepwise Multiple Regression Analysis. The level of significance was set at .05 alpha. The Statistical Package for Social Sciences (SPSS) software was used for the data processing. It was revealed that the school administrators' time management practices were very highly effective, and teachers were highly effective. On the other hand, school administrators' and teachers' interpersonal communication were both very highly effective. Teachers' motivation for effective teaching performance showed that teachers were highly motivated and the school administrators' perception of the teachers' motivation for effective teaching performance also showed that they were very highly motivated. Out of the findings, it can be concluded that the school administrators' time management practices and interpersonal communication were very highly effective, in their interpersonal communication were also very highly effective, while teachers were highly effective. Teachers' were highly motivated in their teaching performance. It is recommended, therefore, that teachers' motivation for effective teaching performance should be given extra effort to improve their performance efficiently and effectively.

Keywords: Time Management Practices, Interpersonal Communication, School Administrators, Teachers motivation, Effective Teaching Performance

Background of the Study

The success of every school administrator as manager is often measured by the quality of graduate the school produces. The quality of graduates the school turns out every year is however dependent upon numerous factors which affect the teaching-learning process. Among the most common factors often quoted are: school administrators' effective time management practices, interpersonal relations and communication as well as teachers' motivation.

One of the management practices that is crucial to the effective implementation of the different school policies and programs is time management. School managers and administrators should be aware of using and managing time effectively in accordance with the goals set and their time frame since time is both a fundamental

business performance variable and a parameter. As a strategic weapon, time is often equated with money, productivity and even innovation.

Along with effective time management the school administrator must also possess an effective interpersonal communication skills. Communication is vital to all areas of life. It is used to persuade, to influence relationships, to inform and to share, discover and uncover information. To enter a workplace and to enter into deeper relationships, one's communication skills will be paramount to his success. In school, one presents a lesson, discuss a proposal, or work in groups. Thus effective communication is considered as the key to success in dealing with people and in relationships.

Effective time management and interpersonal communications are not enough to make the school administrator succeed as a manager. The teacher who are the workforce under them, should be given due consideration too. The teachers should be highly motivated to give their best to the teaching-learning process.

Motivation, one of the key ingredients in employee performance and productivity, is the force within a person that affects his direction, intensity and persistence of voluntary behavior. It is the moving power that elicits vigorous effort to learn to do things.

Ideally, the effectiveness by which school administrators manage their time, their interpersonal communication and the way they motivate their teachers in order to improve the latter's teaching performance affect the over-all performance of the school. It is, however, a common observation that up to the present, explicit consumption of time has never been monitored. Neither has time been measured in the same precision as sales and cost. Furthermore, behavior varies in intensity, thus finding ways to motivate teachers to become effective mentor has become a real problem.

The researcher believes that when the faculty members perceive their school administrators' to model the correct time management practices and have the competence for interpersonal communication, the faculty members will subsequently be motivated to deliver effective teaching performance. It is on this assumption that this study is conducted.

Framework of the Study

This study was anchored on Victor M. Vroom's "Expectancy Theory", effort, performance, reward expectations, determine whether motivation will be high or low.

The Lawler-Porter model extended and expanded Vroom's theory of motivation. The component parts are as follows: 1) Reward value and reward probability refers to the values an employee attaches to a particular personal reward. The perceived probability reward will come with the specified effort that will establish the intensity of the effort to be made; 2) Effort to performance, means how hard one tries or the amount of energy one puts into a given work situation, while performance is the degree of task accomplishment or productivity resulting from specific level of effort. Additional outcomes are also recognized, such as enhanced cooperation and good working relationship; 3) Reward which maybe an intrinsic (psychological) and extrinsic (material) reward are a derivatives of performance. These rewards represent the personal payoff e.g. better job, higher status, promotion, and money an employee receives from additional effort. The other components are abilities and traits, role perceptions, perceived equitable rewards and satisfaction.

David McClelland describes people in terms of three needs: power, achievement, and affiliation. The need for power is expressed as the desire to influence others, serve as effective motivating factors. The need for achievement is a desire to do something better or more efficiently than it has than before – to achieve. The need for affiliation is a need to be liked - to establish or maintain friendly relations with others. However, Frederick Herzberg's Two Factor Theory on employee's motivation based on satisfaction which states that satisfied employee is motivated from within to work harder.

Purposes of the Research

Time Management Practices, And Interpersonal Communication among School Administrators: Their Influence on the Teachers' Motivation for Effective Teaching Performance

The main purpose of this study was to determine the influence of time management practices and interpersonal communication among school administrators on the teachers' motivation for effective teaching performance in state universities and colleges (SUCs) in Panay.

1. What is the level of effectiveness of time management practices among school administrators as perceived by the teachers when the respondents are taken as a whole group and when classified according to the categories of variables age, gender, civil status, length of work experience, and educational attainment?
2. What is the level of effectiveness of interpersonal communications among school administrators as perceived by the teachers when the respondents are taken as a whole group and when classified according to the categories of variables age, gender, civil status, length of work experience, and educational attainment?
3. What is the level of teachers' motivation for effective teaching performance when taken as a whole group and when classified according to the categories of variables age, gender, civil status, length of work experience, and educational attainment?
4. Do the teachers' perception of the school administrators' effectiveness in time management significantly influence the teachers' motivation for effective teaching performance?
5. Do the teachers' perception of the school administrators' interpersonal communication significantly influence the teachers' motivation for effective teaching performance?
6. Which of the independent variables are significant predictors of the teachers' motivation for effective teaching performance?

Research Methodology

The descriptive-correlational design was used. The data needed for this study were obtained by the use of a researcher-made questionnaire. The researcher-made questionnaire on the Effectiveness of Time Management Practices of School Administrators was based on Fidler Strategic Management For School Development while the Interpersonal Communication was based on Douglas Benton's Developing a Personal Communication Style, and lastly the one on Teachers' Level of Motivation for Effective Teaching Performance was based on Faculty Self Appraisal, PASUC Faculty Appraisal Performance.

The statistical tools used were the mean as descriptive statistics and the t-test, one way analysis of variance (ANOVA), Chi Square and the Multiple Regression Analysis for inferential statistics. The significance of the difference and influence was set at 0.05 alpha. The Statistical Package for Social Sciences (SPSS) software was used for the data processing.

The subjects of this study were the 307 faculty members and 130 school administrators' school administrators comprising of vice presidents for academic affairs, deans, and department heads in the state universities and colleges in Panay. The respondents were a sample of the randomly chosen faculty members and school administrators.

The Research Design

The present research study was done to determine the influence of the teachers' perception of the effectiveness of time management practices and interpersonal communication of their school administrators and the teachers' motivation for effective teaching performance were utilized the descriptive-correlational research design was utilized in this study.

Descriptive research design describes the status of people or subjects, as they exist. It is a combination of both descriptive research and correlational research. Usually it makes some comparisons, contrast and correlation and sometimes cause relationship may be established to some extent.

Respondents

The subjects of this study were the 307 faculty members drawn from the total population of 1,314 teachers and 130 school administrators were drawn from the total population of 192 school administrators comprising of Vice President for academic affairs, deans, department heads in the state universities and colleges in Panay. The respondents were a sample of the randomly chosen faculty members.

To confirm the responses of the faculty members and school administrators on their perceptions of the effectiveness of time management practices and interpersonal communication and teachers motivation for effective teaching performance among the school administrators, the researcher were request the school administrators themselves to answer a similar questionnaire.

The computation revealed a sample of 307 faculty who were the respondents of the study.

The stratified proportional random sampling method was employed to determine the respondents from 14 SUC's in Panay. Stratified random sampling is a strategy for selecting samples in a way that specific sub-groups will have sufficient number of representatives within the sample to provide sample numbers for sub-analysis of the members of these subgroups.³

The respondents from each school proportionate to the total number of respondents were chosen randomly using the lottery method for the 130 school administrators. The same procedure was done for the teachers until the 307 faculty members were finally identified.

The distribution of the respondents by main campus and one external campus of eight SUC's in Panay was considered. For Aklan State University (Main Campus) with 11 administrators or 8% and 29 teachers or 9.5 %; Aklan State University (Kalibo Campus) with 7 administrators or 5.20 % and 19 teachers or 6%. For Capiz State University (Main Campus) with 7 administrators or 5.20% and 16 teachers or 5%; Capiz State University (Dayao Campus) with 5 administrators or 4% and 8 teachers or 3%. For University of Antique (Main Campus) with 14 administrators or 11% and 21 teachers or 7%; University of Antique (Hamtic Campus) with 3 administrators or 2% and 3.97 teachers or 1%. For Iloilo State College of Fisheries (Main Campus) with 10 administrators and 15 teachers or 5%; Iloilo State College of Fisheries (Dumangas Campus) with 8 administrators or 6% and 9 teachers or 3%. For Northern Iloilo Polytechnic State College (Main Campus) with 15 administrators or 11% and 35 teachers or 11.45%; Northern Iloilo Polytechnic State College (Barotac Viejo Campus) with 5 administrators or 4% and 8 teachers or 2.58%. For Iloilo Science and Technology University (Main Campus) with 17 administrators or 13 % and 52 teachers or 17%; Iloilo Science and Technology University (Miag-ao Campus) with 8 administrators or 6% and 21 teachers or 7%. For West Visayas State University (Main Campus) with 15 administrators or 12% and 56 teachers or 18%; For West Visayas State University (Calinog Campus) with 7 administrators or 5% and 14 teachers or 4.64%. There were a grand total of 437 respondents with 130 administrators and 307 teachers when taken as whole group in 14 State Universities and Colleges in Panay.

Table 1 shows the data.

Table 1: Proportionate Distribution of Teachers and School Administrators of SUC's in Panay When Taken as a Whole Group

SUC's	Teachers			Administrators		
	N	N	%	N	n	%
ASU (Main)	125	29	9.5%	16	11	8%
ASU (Kalibo)	81	19	6%	8	5	4%
CAPSU (Main)	69	16	5%	10	7	5.20%
CAPSU (Dayao)	34	8	3%	8	5	4%
UA (Main)	88	21	7%	21	14	11%
UA (Hamtic)	17	4	1%	4	3	2%
ISCOF (Barotac Nuevo)	66	15	5%	15	10	3%

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ISCOF (Dumangas)	41	9	3%	11	8	6%
NIPSC (Main)	149	35	11%	22	15	11.45%
NIPSC (Barotac Viejo)	34	8	2.58%	8	5	4%
ISAT U (Main)	222	52	17%	25	17	13%
ISAT U (Miag-ao)	88	21	7%	12	8	6.25%
WVSU (Main)	239	56	18%	22	15	12%
WVSU (Calinog)	61	14	4.64%	10	7	5%
Total	1,314	307	100%	192	130	100%

The respondents who were grouped as school administrators and faculty members in the SUC's were classified according to the categories of variables age, gender, civil status, length of work experience, and educational qualification.

When classified according to the variable age, 63 or 48.5% were young administrators and 150 or 48.9 young teachers; while 67 or 51.5% were old administrators and 157 or 51.1 young teachers. When classified according to the variable gender, 46 or 35.4 were male administrators and 113 or 36.8 male teachers; while 84 or 64.6 were female administrators and 194 or 63.2 female teachers. When classified according to variable civil status, 10 or 7.7 were single administrators and 72 or 23.5% single teachers; while 120 or 92.3% were married administrators and 285 or 76.5% married teachers. When classified according to variable length of work experience, 97 or 74.6% were short years of service as an administrator's and 149 or 48.5% for teachers; while 33 or 25.4% were longer years of service as an administrator's and 158 or 51.5% for teachers. When classified according to variable educational qualification, 10 or 7.7% had bachelor's degree administrators and 82 or 26.7% bachelor's degree teachers; 38 or 29.2% had master's degree administrators and 139 or 45.3% master's degree teachers; while 36 or 27.7% had master's degree with doctoral units administrators and 70 or 22.8% master's degree with doctoral units teachers; and 46 or 35.4% had doctoral degree administrators and 16 or 5.2% doctoral degree teachers. There are 130 administrators and 307 teachers as respondents taken a whole and classified according to the categories of variables.

Table 2 shows the data.

Table 2: Distribution of Respondents of SUC's in Panay When Classified According to the Categories of Variables

Variables	Frequency	%	Frequency	%
	Teachers'	%	Administrators	%
A. Age				
Young (45 years & below)	150	48.9	63	48.5
Old (above 45 years old)	157	51.1	67	51.5
B. Gender				
Male	113	36.8	46	35.4
Female	194	63.2	84	64.6
C. Civil Status				
Single	72	23.5	10	7.7
Married	285	76.5	120	92.3
D. Length of Work Experience				
Short (15 yrs. & above)	149	48.5	97	74.6
Longer (above 15 years)	158	51.5	33	25.4
E. Educational Qualification				
Bachelor's degree	82	26.7	10	7.7

Master's degree	139	45.3	38	29.2
Master's with doctoral units	70	22.8	36	27.7
Doctorate degree	16	5.2	46	35.4
Whole Group (Total)	307	100	130	100

Data Gathering Procedure

The data used in this study were gathered using the questionnaire.

According to Fraenkel and Wallen, a questionnaire is intended to obtain the information about the conditions or practice of which the respondents is presumed to have the knowledge. The questionnaire was chosen by the researcher because it is the appropriate instrument that can gather the data to be used in this study. The questionnaire can be administered by the researcher, thereby, providing him the opportunity to establish a good relationship with the respondents.

The questionnaire is composed of two parts. Part I contained information about the respondents as follows: a) Name (optional); b) Sex 1) Male 2) Female; c) Civil Status 1) Single 2) Married; d) Length of teaching Experience 1) Short 2) Long; e) Educational Qualification 1) Ph.D./ Ed. D. 2) M.A./M.S. 3) B.S. Part II is the main questionnaire. This is composed of questions to elicit answers on the effectiveness of time management practices among the school administrators' in the state universities and colleges in Panay. It has four sub-areas which are: Set priorities, Increase of Personal Efficiency, Cooperation to save time, and Delegation of activities to support staff. The researcher-made questionnaire for School Administrators for Effectiveness of Time Management Practice was based on Fidler Strategic Management for School Development. This was used to determine the administrators' effectiveness of time management practices. Each item was based on Likerts five-point rating scale with weighted values from 1 to 5. "Strongly Agree" (SA) evaluation was assigned a weight of 5; "Agree" (A), 4; "Uncertain" (U), 3; "Disagree" (D), 2; and "Strongly Agree" (SD), 1.

The respondents were instructed to put a check mark where their responses to each item fell. The frequency of each response was multiplied by its respective weight. The total weighted score was divided by the total number of respondents to determine the mean. The mean for each item was computed, and was converted into a descriptive rating using a measuring instrument which was devised by the researcher. This was done by subtracting the lowest weight of one from the highest. The range was divided by five since there are five categories of responses.

The questionnaire on interpersonal communication among school administrators' in the state universities and colleges in Panay has three sub-areas: verbal communication, non-verbal communication and written communication. The researcher-made questionnaire for Interpersonal Communication was based on Douglas Benton Developing a Personal Communication Style. Each item was based on Likerts five-point rating scale with weighted values from 1 to 5. "Strongly Agree" (SA) evaluation was assigned a weight of 5; "Agree" (A), 4; "Uncertain" (U), 3; "Disagree" (D), 2; and "Strongly Agree" (SD), 1. The respondents were instructed to put a check mark where their response to each item fell. The frequency of each response was multiplied by its respective weight. The total weighted score was divided by the total number of respondents to determine the mean. The mean for each item was computed, and was converted into a descriptive rating using a measuring instrument which was devised by the researcher. This was done by subtracting the lowest weight of one from the highest. The range was divided by five since there are five categories of responses. The quotient, which is 0.80 becomes the step interval from which the five class intervals are formulated below:

The questionnaire on the teachers' level of motivation for effective teaching performance of the faculty members in the state universities and colleges in Panay has four sub-areas: economic security, social development, professional growth, and self-fulfillment. These were based on the teachers' level of motivation used by Sia, Faculty Self Appraisal, Faculty Appraisal Performance, theses and dissertation of similar studies. Each item was based on Likerts five-point rating scale with weighted values from 1 to 5. "Very High" (VH) evaluation was assigned a weight of 5; "High" (H), 4; "Moderately High" (MH), 3; "Low" (L), 2; and "Very Low" (VL), 1.

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The respondents were instructed to put a check mark where their response to each item fell. The frequency of each response was multiplied by its respective weight. The total weighted score was divided by the total number of respondents to determine the mean. The mean for each item was computed, and was converted into a descriptive rating using a measuring instrument which was devised by the researcher. This was done by subtracting the lowest weight of one from the highest. The range was divided by five since there are five categories of responses. The quotient, which is 0.80 becomes the step interval from which the five class intervals are formulated below:

Content Validity of the Questionnaire

The questionnaire was validated for its content. Validity, according to Fraenkel and Wallen, is the capacity of measuring instrument to predict what is to predict. The panel of examiners used Fraenkel and Wallen's Content-related Evidence of Validity to find out the validity of the items in the questionnaire.

The questionnaire was checked by the adviser for consistency of the questions to the objectives of the study. After it was checked it was submitted to the members of the panel of examiners for content/construct validation.

Reliability of the Questionnaire

After the questionnaire was found valid, the researcher sent a letter to the President of a selected State University requesting permission to try out the questionnaire to the faculty members for reliability. A letter was sent to the Heads, and Deans asking their permission for the use of their faculty for the try out of the questionnaire to 30 randomly chosen respondents were used for the reliability testing. These respondents were not included among the final respondents of the study. The result of the test was submitted for SPSS computation of Cronbach alpha reliability coefficient.

According to Fraenkel and Wallen (2017), if the reliability coefficient reaches 0.70 or more but not more than 1.00 then the questionnaire was considered reliable. The reliability coefficient of the questionnaire in the effectiveness of time management practices was .9658, for the interpersonal communication was .9679, while for the teachers' motivation for effective teaching performance was .8555. Therefore, the questionnaire used in this study was reliable.

Statistical Tools

The data collected were analyzed and interpreted with the use of frequency count, mean, standard deviation, t-test, ANOVA, Chi-square, and the Stepwise Multiple Regression. The frequency was used to find out the number of responses to each item in the questionnaire and also the number of respondents in each category of variables used in the study.

Mean. The mean was used to determine the influence of the teachers perception of the effectiveness of time management practices, interpersonal communication, of their school administrators' on the teachers' motivation for effective teaching performance as perceived by the teachers' in the state universities and colleges in Panay.

Standard Deviation. The standard deviation was used to determine the dispersion of the means.

t-test. The t-test was used to determine the significance of the difference in the level of time management practices and interpersonal communication as perceived by the respondents when they were classified according to the categories of variables such as gender, age, civil status, educational qualification, length of work experience, and academic rank.

Chi Square. The chi-square was used to determine whether the level of school administrators effectiveness of time management practices, and interpersonal communication and teachers' motivation for effective teaching performance was influenced by the categories of variables. The level of influence was tested at 0.05 level of significance.

Stepwise Multiple Regression Analysis. The stepwise multiple regression analyses of variance was used to determine which of the variables are the predictors of the effectiveness of time management practices, and

interpersonal communication of their school administrators on the teachers motivation for effective teaching performance.

Analysis of Variance (ANOVA). The Analysis of Variance (ANOVA) was used to determine the significance difference in the level of school administrators effectiveness of time management practices, and interpersonal communication, on the teachers' motivation for effective teaching performance when the respondents are classified according to the categories of variables age, gender, civil status, length of work experience, educational qualification.

Results and Discussions

The School Administrators' Effectiveness of Time Management Practices as Perceived by the Respondents When Taken as a Whole Group and Classified According to the Categories of Variables

All the means indicated that the level of effectiveness of the school administrators' time management practices when classified according the categories of variables were rated as "highly effective" (M=4.13). School administrators should continue to strive in order to maintain this rating. However, according to McLeod, time management is the ability to use time effectively and efficiently by doing the right thing and not just by being busy.

The school administrators' time management practices as perceived by the respondents when classified according to the categories of variables was presented here as follows:

Age

When the respondents were classified as to the categories of variable age, younger (M=4.12), and older (M=4.12) perceived their school administrators' effectiveness of time management practices as both "highly effective". The highly effective rating of the younger and older school administrators' may meant that they have the same ability to manage their school regardless of their age.

Gender

When the respondents were classified as to the categories of variable gender, the male (M=4.05) and female (M=4.16) perceived their school administrators' effectiveness of time management practices both as "highly effective". The highly effective rating of both the male and the female school administrators' may meant that they had performed their managerial responsibilities to the best of their abilities in order to accomplish the goals, vision and mission of their schools and by showing their good attitude and behavior and serve as models to their subordinates by observing proper time management.

Civil Status

When the respondents were classified as to the categories of civil status, the single ones (M=4.15) and the married ones (M=4.11) were rated both "highly effective" as to their perception to their school administrators effectiveness in time management practices. The highly effective level of time management practices of both single and married ones may connote that they both exerted much time and effort to effectively manage their school because their focus were concentrated on their role as managers.

Length of Work Experience

When the respondents were classified as to the categories of variable length of work experience, 15 year old and below length of work experience (M=4.11) and 15 years and above length of work experience (M=4.13) rated their school administrator level of effectiveness of time management practices as "highly effective". The highly effective rating on the administrators' management of their time may show that regardless of the number of years they serve as administrators or teachers they can manage their time well. The respondents had similar perception on the effectiveness of their administrators' time management in their respective schools.

Educational Attainment

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When the respondents were classified as to the categories of variable educational attainment, those who are holders of Bachelor's degree (M=4.06); Master's degree (M=4.13); Master's degree with doctoral units (M=4.16), and those with Doctorate degree (M=4.16) perceived it as "highly effective". This highly effective time management practices of the school administrators may indicate that educational qualifications of the administrators cannot determine the right attitude of the managers to do their functions and to observe proper time management. This may imply that what is obvious in the eyes of the respondents cannot be altered by his educational qualification.

Merill Douglass and Donna Douglass suggested some steps to successful time management as follows: it clarifies objectives, focus on objectives, set activities, and put these things in writing then set priorities to accomplish the job immediately.

Schematic Diagram

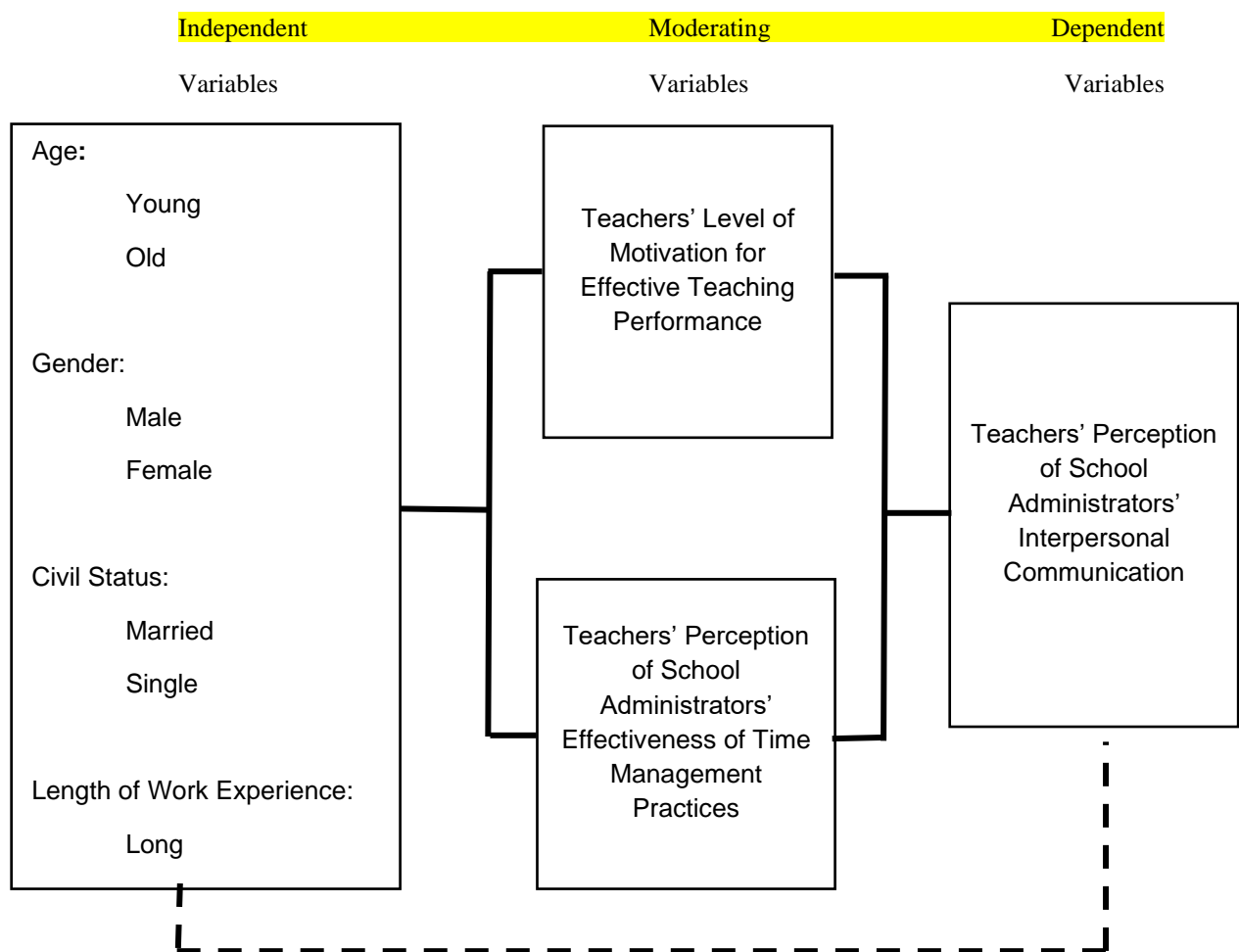


Figure 1. A Schematic Diagram Showing the Relationship Among Variables

Level Effectiveness of Interpersonal Communication Among School Administrators as Perceived by the Teachers' When Classified According to the Categories of Variables.

Interpersonal communication is the verbal exchange of thoughts or information between two or more people. Such words as share, discuss, argue and interact refer to this form of two way communication regardless of verbal, non-verbal, or written information. As a whole group, the interpersonal communication among school administrators' were perceived by the respondents as "very highly effective" (M=4.23). According to Elgin, an expert in communication she elucidate that communication is composed of different methods, words, voice, tone, written and non-verbal clues. Some of these are effective in delivering communication and other messages/information.

The school administrators' interpersonal communication as perceived by the respondents when classified according to the categories of variables is presented here as follows:

Age

When the respondents were classified as to the categories of variable age, younger (M=4.23), and older (M=4.22), both groups perceived their school administrators' interpersonal communication as "very highly effective".

The very highly effective rating of the younger and older school administrators' may mean that they have the same abilities in interpersonal communications and in managing their schools regardless of their age. This may imply that administrators are competent in communication both verbal, non-verbal and written communication.

Gender

When the respondents were classified as to the categories of variable gender, male (M=4.15) perceived their school administrators as "highly effective", while the females (M=4.28) perceived their school administrators' interpersonal communication as "very highly effective".

Table 1. Level of effectiveness of time management practices when the respondents were taken as a whole group and classified according to variables.

Category	Mean	Description
Age		
Young (45 years & below)	4.12	Highly Effective
Old (above 45 years)	4.12	Highly Effective
Gender		
Male	4.05	Highly Effective
Female	4.16	Highly Effective
Civil Status		
Single	4.15	Highly Effective
Married	4.11	Highly Effective
Length of work Experience		
Short (15 years & below)	4.11	Highly Effective
Longer (above 15 years)	4.13	Highly Effective
Educational Attainment		
Bachelor's degree	4.06	Highly Effective
Master's degree	4.13	Highly Effective
Master's with doctorate units	4.16	Highly Effective
Doctorate degree	4.17	Highly Effective
As a Whole Group	4.13	Highly Effective
<u>Scale</u>	<u>Description</u>	
4.20-5.00	Very Highly Effective	
3.40-4.19	Highly Effective	
2.60-3.39	Effective	
1.80-2.59	Moderately Effective	
1.00-1.79	Less Effective	

The very highly effective rating of the female school administrators in interpersonal communication as compared to their male counterparts may mean that they have the unique way of communication with their subordinates; giving more time with them in order to accomplish the goals and objectives of the organization

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while male administrators, according to their nature, may less time spent with their subordinates as compared with the female administrators. In this study, male school administrators was "highly effective" as perceived by the respondents.

Civil Status

When the respondents were classified as to the categories of variable civil status, single ($M=4.26$), and married ($M=4.22$), both groups perceived their school administrators' interpersonal communication as "very highly effective"

The very highly effective level of interpersonal communication of both single and married ones may connote that they administrators had exerted much effort to effectively give clear, organize information as well as appropriate communication to their subordinates.

Length of Work Experience

When the respondents were classified as to the categories of variable length of work experience, shorter ($M=4.21$), while longer ($M=4.24$), both group perceived their school administrators' interpersonal communication as "very highly effective"

The very highly effective administrators' interpersonal communication may show that administrators possess that characteristics regardless of the number of years they served as administrators or teachers. The respondents had similar perception on the level of effectiveness of their administrators' interpersonal communication in verbal as well as in written communications effectively.

Educational Attainment

When the respondents were classified as to the categories of variable educational attainment, master's degree ($M=4.25$), Master's degree with doctoral units ($m=4.21$), and doctorate degree holders ($M=4.33$), all perceived their school administrators' interpersonal communication as "very highly effective"; while bachelor's degree holders ($M=4.17$) perceived their school administrators interpersonal communication as "highly effective" only.

This very highly effective interpersonal communication of the school administrators' with master's degree, master's degree with doctoral units, and doctorate degree holders may indicate that the educational qualification of the administrators can determine the right attitude of the managers to do their functions by observing very satisfactory performance in communication skills. This may imply that educational qualification of the school administrators will affect their interpersonal communication.

According to Reece, verbal communication happen, when the person sending the information can determine whether or not the message was understood in the way it was intended. This form of communication is one of the most effective way to build strong, trusting relationship among people throughout the organization [10].

Table 2. Level of effectiveness of interpersonal communication among school administrators' as perceived by the teachers when classified according to the categories of variables.

Variables	Mean	Description
Age		
Young (45 years & below)	4.23	Very Highly Effective
Old (above 45 years old)	4.22	Very Highly Effective
Gender		
Male	4.15	Highly Effective
Female	4.28	Very Highly Effective
Civil Status		
Single	4.26	Very Highly Effective
Married	4.22	Very Highly Effective
Length of Work Experience		

Shorter (15 years & below)	4.21	Very Highly Effective
Longer (above 15 years)	4.24	Very Highly Effective
Educational Attainment		
Bachelor's degree	4.17	Highly Effective
Master's degree	4.25	Very Highly Effective
Master's with doctoral units	4.21	Very Highly Effective
Doctorate degree	4.33	Very Highly Effective
As a Whole Group	4.23	Very Highly Effective

<u>Scale</u>	<u>Description</u>
4.20-5.00	Very Highly Effective
3.40-4.19	Highly Effective
2.60-3.39	Effective
1.80-2.59	Moderately Effective
1.00-1.79	Less Effective

Teachers' Motivation for Effective Teaching Performance When Classified as to the categories of Variables.

The result showed that teachers' motivation for effective teaching performance when taken as a whole group and classified as to the categories of variables indicated that they were "highly motivated"(M=4.03). The mean is within the range 3.40 to 4.19.

Age

When the respondents were classified as to the categories of variable age, younger (M=4.04) and older (M=3.97), both groups perceived the teachers' motivation for effective teaching performance as "highly motivated". The respondents, whether they are young or old had a common perception of the highly motivated rating of the teachers' motivation for effective teaching performance.

Gender

When the respondents were classified as to the categories of variable gender, male (M=3.98) and female (M=4.02). Both groups perceived the teachers' motivation for effective teaching performance as "highly motivated". The respondents whether male or female had similar perceptions of the highly motivated teachers' for effective teaching performance in their schools.

Civil Status

When the respondents were classified as to the categories of variable civil status, single (M=4.06) and married (M=3.98). Both groups perceived the teachers' motivation for effective teaching performance as "highly motivated". The highly motivated teachers performance may mean that the respondents regardless of their civil status as single or married had a common perception of the performance of teachers in their respective schools.

Length of Work Experience

When the respondents were classified as to the categories of variable length of work experience, short (M=4.03) and longer (M=3.98). Both groups perceived the teachers' motivation for effective teaching performance as "Highly Motivated". This may imply that notwithstanding the number of years the respondents had served their respective schools, they had common perception of the teaching performance of their teachers as highly motivated.

Educational Attainment

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When the respondents were classified as to the categories of variable educational attainment, the mean of the different categories are: holders of bachelor's degree (M=3.97); master's degree (M=4.03); master's degree with doctoral units (M=3.96), and doctorate degree (M=4.12). All groups perceived the teachers motivation for effective teaching performance as "highly motivated". This may imply that the educational attainment of the respondents was not related to the perception of effective teaching performance of teachers in their respective institution.

Table 3. Level of teachers' motivation for effective teaching performance when classified as to the categories of variables.

Variables	Mean	Description
Age		
Young (45 years & below)	4.04	Highly Motivated
Old (above 45 years old)	3.97	Highly Motivated
Gender		
Male	3.98	Highly Motivated
Female	4.02	Highly Motivated
Civil Status		
Single	4.06	Highly Motivated
Married	3.98	Highly Motivated
Length of Work Experience		
Shorter (15 years & below)	4.03	Highly Motivated
Longer (above 15 years)	3.98	Highly Motivated
Educational Attainment		
Bachelor's degree	3.97	Highly Motivated
Master's degree	4.03	Highly Motivated
Master's with doctoral units	3.96	Highly Motivated
Doctorate degree	4.12	Highly Motivated
As a Whole Group	4.03	Highly Motivated

<u>Scale</u>	<u>Description</u>
4.20-5.00	Very Highly Motivated
3.40-4.19	Highly Motivated
2.60-3.39	Motivated
1.80-2.59	Moderately Motivated
1.00-1.79	Less Motivated

Influence of School Administrators' Effectiveness of Time Management Practices Towards Teachers' Motivation For Effective Teaching Performance.

The significant influence among school administrators' effectiveness of time management practices was determined by the use of Chi square at .05 alpha.

The data showed that there was a significant influence that existed between school administrators' effectiveness of time management practices and teachers' motivation for effective teaching performance ($X^2 = 57.730$, $df = 4$, $p = .000$, $p < .05$). The existence of a significant influence meant that the respondents' perception on the school administrators' effectiveness of time management practices is related to the teachers' very highly motivation for effective teaching performance.

Table 4. Influence of school administrators' effectiveness of time management practices towards teachers' motivation for effective teaching performance.

Teachers' Motivation

	Moderately High	High	Very High	Total
Time Management (Undecided) count	7	7	6	20
Expected	2.1	8.3	9.6	20
Agree: Count	29	84	53	162
Expected	17.1	67.1	83-	162.0
Strongly Agree: Count	10	90	155	255
Expected	26.8	105.6	122.5	255-
Total				
Count	46	181	210	437
Expected	46-	181-	210	437.0-

$$X^2 = 57.730 \text{ df} = 4, p = .000, p^* < .05$$

Influence of the School Administrators' Interpersonal Communication Towards Teachers' Motivation For Effective Teaching Performance.

The significant influence among school administrators' effectiveness of interpersonal communication was determined by the use of Chi square at .05 alpha.

The data showed that there was a significant influence that existed between school administrators' effectiveness of interpersonal communication skills and teachers' motivation for effective teaching performance ($X^2 = 69.417$, $df = 4$, $p = .000$, $p < .05$). The existence of a significant influence meant null hypothesis is rejected. This meant that the respondents' perception on the school administrators' effectiveness of interpersonal communication greatly affect the teachers' high motivation for effective teaching performance.

Table 5. Influence of the school administrators' interpersonal communication towards teachers' motivation for effective teaching performance.

Teachers' Motivation				
	Moderately High	High	Very High	Total
Time Management (Undecided) count	6	4	6	16
Expected	1.7	6.6	7.7	16-
Agree: Count	31	73	38	142
Expected	14.9	58.8	68.2	142-
Strongly Agree: Count	9	104	166	279
Expected	29.4	115.6	184.1	279-
Total				
Count	46	181	210	437
Expected	46-	181-	210	437

$$X^2 = 69.417 \text{ df} = 4, p = .000 p^* < .05$$

Predictors of Teachers' Motivation for Effective Teaching Performance

Multiple Regression Analysis showed that the variables length of work experience, age, gender, civil status, and educational attainment were not significant predictors of the teachers' motivation for effective teaching performance.

The variable length of work experience obtained an $R = .022$, R^2 change value = .000 which denotes 0 % of the variance in the teachers' motivation for effective teaching performance is dependent on the variable length of work experience ($t = .017$; $p = .986$).

The variable age obtained an $R = .029$, R^2 change value = .001 which means 0.1 % of the variance in the teachers' motivation for effective teaching performance is attributed to age ($t = -.316$; $p = .750$).

The variable gender obtained an $R = .051$, R^2 change value = .002 which signifies 0.2 % of the variance in the teachers' motivation for effective teaching performance is attributed to gender ($t = .677$; $p = .499$).

Civil status as a predictor obtained an $R = .072$, R^2 change value = .003 which indicates 0.3 % of the variance in the teachers' motivation for effective teaching performance is attributed to civil status ($t = -1.002$; $p = .317$).

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Educational Attainment as a predictor obtained an $R = .930$, R^2 change value = .003 which denotes 0.3 % of the variance in the teachers' motivation for effective teaching performance is attributed to educational attainment ($t = 1.030$; $p = .304$).

Table 6. Predictors of teachers' motivation for effective teaching performance

	R	R ²	R ²	B	Std. Error	Beta	T	Sig.
Length of Work Experience	.022	.000	.000	-.01433	.100	-.001	-.017	.986
Age	.029	.001	.000	-.03425	.108	-.025	-.316	.752
Gender	.051	.003	.002	-.05523	.082	.039	.677	.499
Civil Status	.072	.005	.003	-.0991	.099	-.061	-1.002	.371
Educational Attainment	.930	.009	.003	.04952	.048	.048	.061	.304

$p > .05$ alpha level

Legend:

** Not Significant

***Significant

Summary, Findings, Conclusions and Recommendations

Summary

This study was focused on the influence of the effectiveness of time management practices and interpersonal communication of school administrators on the teachers' motivation for effective teaching performance in the state universities and colleges in Panay. The schools were limited to all SUC's main campus in Panay area with only one (1) external campus each included which was chosen through lottery method. The respondents of this study were school administrators and a sample of the tertiary faculty members proportionately chosen from the State Universities and Colleges (SUC's) in Panay.

The respondents in this study were the 130 from the total population of 192 administrators composing of VPAA, deans, department heads and chairmen and 307 from the total of 1,314 teachers of state universities and colleges in Panay. The total respondents were 437 from the total of 1,506. The proportionate random sampling method was used to ascertain the equal representation of the respondents. The lottery method was employed in choosing the respondents. They were taken as a whole group and classified according to categories of variables such as age, gender, civil status, length of work experience, and educational attainment.

The descriptive-correlational research method was used in this study. The researcher-made questionnaire was utilized to gather the data which was made up of two parts. Part I contained the respondent's personal data, while Part II was the main questionnaire composing of three areas. Area I was on the effectiveness of time management practices which focused on four sub-areas, namely: set priorities, increase of personal efficiency, cooperation to save time, and delegation activities to support staff; Area II was on school administrators' interpersonal communication which focused on three sub-areas, namely: verbal communication, non-verbal communication, and written communication; and Area III was on teachers' level of motivation for effective teaching performance which focused on four sub-areas, namely: economic security, social development, professional growth, and self-fulfillment.

The questionnaire was subjected to content validation by the panel of experts in the field of education and in questionnaire construction using Fraenkel and Wallen's Content-Related Evidence of Validity.

After the questionnaire has been validated and tested for reliability, it was submitted to the dissertation committee for approval. It was reproduced according to the number of respondents for actual administration. The statistical tools used in the analyses and interpretations of the data were: frequency count, percentage, mean, t-test for independent samples, One Way Analysis of Variance (ANOVA), Chi-square, and the Stepwise Multiple Regression Analysis. The level of significance for both difference and influence was set at .05 alpha using two tailed tests. The statistical Package for the Social Sciences (SPSS) was used for data processing.

Findings

Analysis of the data on the effectiveness of time management practices and interpersonal communication of school administrators' and their influence on the teachers motivation for effective teaching performance among the respondents revealed the findings as follows:

1. The school administrators' effectiveness of time management practices was "highly effective". They were highly effective in set priorities, increase of personal efficiency, cooperation to save time, and delegation of activities to support staff. When classified according to the categories of variables age, gender, civil status, length of work experience, and educational attainment, the respondents perceived the school administrators' effectiveness of time management practices as "highly effective".

2. The school administrators' effectiveness of time management practices as evaluated by themselves was "very highly effective". They were "very highly effective" in set priorities, increase of personal efficiency, cooperation to save time, and delegation of activities to support staff.

3. The school administrators' interpersonal communication as a whole group was "very highly effective". They were "very highly effective" on verbal communication, non-verbal communication and written communication. When classified according to the categories of variables age, gender, civil status, length of work experience, and educational attainment, the respondents perceived the school administrators' interpersonal communication as "very highly effective".

4. The school administrators' interpersonal communication as evaluated by themselves was "very highly effective". They were "very highly effective" in verbal communication, non-verbal communication and written communication.

5. The level of teachers' motivation for effective teaching performance as a whole group was "highly motivated". They were "very highly motivated" in the areas of social development and self-fulfillment and "highly motivated" in economic security and professional growth. When classified according to the categories of variables age, gender, civil status, length of work experience, and educational attainment, the respondents perceived the school administrators' interpersonal communication as "highly motivated".

6. The school administrators' perception of the teachers' motivation for effective teaching performance was "very highly effective" in the areas: economic security, social development, professional growth, and self-fulfillment.

7. The school administrators' effectiveness of time management practices significantly influenced the teachers' motivation for effective teaching performance.

8. The school administrators' interpersonal communication significantly influenced the teachers' motivation for effective teaching performance.

9. Length of work experience, age, gender, civil status, and educational attainment were not significant predictors of the teachers motivation for effective teaching performance.

Conclusions

Based on the findings, the following conclusions were drawn:

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1. The level of effectiveness of time management practices of school administrators' in SUC's in Panay is "highly effective". The highly effective level of effectiveness of time management practices of the school administrators of the state universities and colleges in Panay are due to the fact that they are highly trained and also mature in managing the institution as evidenced by the result showed in this study.

2. The interpersonal communication of school administrators of SUC's in Panay is "very highly effective". The very highly effective level of interpersonal communication of the school administrators of the state universities and colleges in Panay is a manifestation of their training and capability in communication skills.

3. Teachers of SUC's in Panay are "highly motivated". The highly motivated outcomes of the teachers motivation for effective teaching performance in the state universities and colleges in Panay shows that they are motivated to perform very well because of the management style of their administrators and because of economic security.

4. There is a significant influence of school administrators effectiveness of time management practices on the teachers motivation for effective teaching performance is due to the fact these factors about school administrators are encouraging to the teachers; therefore, the null hypothesis is rejected.

5. School administrators interpersonal communication significantly influence the teachers motivation for effective teaching performance; therefore, the null hypothesis is rejected.

6. None of the independent variables are significant predictors of the teachers' motivation for effective teaching performance because when a teacher is committed and dedicated to his work, his classification in the group does not matter; therefore, the null hypothesis is accepted.

Recommendations

Based on the findings and conclusions, the following are recommended:

1. Administrators of State Universities and Colleges should continue to strive to manage their time efficiently and effectively and be endowed with effective communication skills in verbal and written communication.

2. School administrators should recognize the efforts done by their subordinates and give them reward as much as possible because teachers who have demonstrated exemplary academic performance will be motivated to continue their performance to the best of their ability. This will also encourage others to do the same.

3. Male school administrators should improve their interpersonal communication skills by spending more time with their subordinates.

4. School administrators and teachers should work hand-in-hand to improve the standard of teaching performance so that more students can be benefited.

5. Similar studies are recommended to be conducted by future researchers in the Private Higher Education Institutions and State Universities and Colleges using other related variables to further strengthen the findings of the present study.

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