



ABSTRACT

Title : Time Management Skills and administrative Effectiveness of Elementary School Principals in the City Schools Division of Dasmariñas Towards Policy Recommendation

Researcher : Leticia T. Lopez

Degree Granted : Doctor of Philosophy

Major : Educational Management

Adviser : Lydia O. Orina, Ed. D.

Institution : Philippine Christian University

Date : October, 2014

The primary purpose of this study is to assess the time management skills and administrative effectiveness of principals among elementary schools in the City Schools Division of Dasmariñas with the end view of establishing an effective strategy for policy recommendation that will eventually help better school performance and increase the overall performance of the division.

The statement of the problem sought to know the demographics of the principal respondents, their time management skills and their administrative effectiveness based on the principals' self-assessment and assessment of their teachers, the relationship of the principals' demographic profiles on the said variables, and problems and strategies used by the



principals in time management. A time management policy formula was also proposed.

This study utilized a Descriptive-Correlational Research Design. The respondents were composed of 28 principals of the Division and 318 sample respondents. Slovin's formula with five percent (5%) margin of error was used to approximate the number of sample teachers. The instrument used was the Time Management Skills and Administrative Effectiveness of Principals Questionnaire, a modified version from Ekundayo (2012). Data was analyzed using frequency count, percentage and weighted mean, Biserial Correlation (r_b), Point Biserial Correlation and t-test for paired samples. Biserial Correlation (r_b) was used to determine the relationship between artificial dichotomous variables (age, educational attainment and length of service) and time management skills and administrative effectiveness. Point Biserial Correlation was used to determine the relationship of true dichotomous variable (gender and civil status) and time management skills.

Results show that the principal respondents are mostly in the 40-49 and 50-59 age bracket, female, married, most of them have a Master's Degree and/or units in Doctor's degree studies and the years of experience as a principal is concentrated on 21-35 years. The principal respondents' time management skill is in OFTEN practicing level; whereas their administrative effectiveness level is in the OFTEN practicing as well. Both principals and



teachers have similar verbal interpretation rating for both of these variables. Computed correlation coefficients did not find any significant relationship between demographics and the variables of concern. Likewise, t-test set at 0.05 significance level, found no significant difference on the mean scores of principals (mean = 4.09) and teacher respondents (mean = 4.25). Likewise, in comparing the mean scores of principals and teachers in administrative effectiveness, no significant difference were found as well (4.33 and 4.32 respectively). The results imply triangulation of data on the accuracy of the principals' time management and administrative effectiveness levels from principals' self-assessment, teachers' assessment and t-test results.

The principal respondents' degree of occurrence of encountering problems in time management is OCCASIONAL. The principal respondents' are found to be in the AGREE level in utilizing the time management strategies of the questionnaire. A policies and guidelines for improvement of time management of principles, which focus on delegation and prioritizing, were hence proposed.

Conclusions focused on generalizing the demographics and time management levels and administrative levels of the principals to the Division level, describing it as OFTEN for both variables. On the other hand, the study concludes that demographic profile variables cannot be used as a predictor in the principals' time management skills and administrative effectiveness. But these demographics and the results of correlation have other uses that are



discussed in the paper. The self-assessment on time management skills and administrative effectiveness levels of the principals and the assessments on the said variables given by the teachers on their principals are statistically the same, both falling under, OFTEN levels. Problems in time management are occasionally encountered while time management strategies are AGREED as utilized by the principal.

Recommendations, other than the proposed policies and guidelines for improvement of time management of principals, focused on asking principals to be vigilant, prepare a plan B, empowering human resource, checking activities with the vision mission of the school and its objectives, development of student leaders and their eventual inclusion in student relevant administrative decision making, for principals to continuously update themselves with the emerging innovation in time management skills and administrative effectiveness through seminars, conducting action researches, reading books, professional magazines, journals, give priorities to core administrative duties, always exhibit skill of time management to increase administrative effectiveness efficiency or productivity, manage time more effectively through time management improvement plan or a larger number of principal respondent samples, even going outside the Division of Dasmariñas can be considered in future researches to assess the occurrence and levels of variables of concern of the study to a bigger population.