

# The Moderating Effect of Time Management on the Relationship between Quality of Work Life and Personal Effectiveness of Junior High School Teachers in Davao Region

Ruelan T. Impas<sup>1</sup>, Gloria P. Gempes<sup>2</sup>

University of Mindanao, Professional Schools, Davao City, Philippines<sup>1&2</sup>

rtimpas71@yahoo.com<sup>1</sup>

gpgempes@gmail.com<sup>2</sup>

**Abstract-** *The ultimate aim of this study was to determine the moderating effect of time management on the relationship between quality of work life and personal effectiveness of junior high school teachers in Davao Region. Adapted survey questionnaires were given to a sample of 400 teachers from public junior high schools in the region. Findings revealed that the levels of quality of work life, personal effectiveness and time management are high. Further, findings revealed that quality of work life is significantly related to personal effectiveness. Time management also showed a positive significant relationship to personal effectiveness. To determine the moderating effect of time management, a logistic hierarchical regression was employed in this study. Results revealed that time management has no significant moderating effect on the relationship between quality of work life and personal effectiveness. Teachers who have higher and lower levels of time management demonstrated the same degree of personal effectiveness as influenced by quality of work life.*

**Keywords-** *education; moderating effect; personal effectiveness; Philippines; quality of work life; time management*

## 1. INTRODUCTION

Teachers are highly influential people. Their personality and feelings may affect the learning environment. Personal effectiveness depends upon its indicators such as self-disclosure, openness to feedback and perceptiveness (Choudhary, 2016[10]; Pareek, 2002[36]; Pathak & Srivastava, 2010)[37]. James (2009) noticed that teachers are facing dilemma on self-disclosure as to decide particular situation when it is appropriate. Likewise, the study conducted by Marten (2015) revealed that teachers have negative attitude towards feedback from their administrator during class observation and most of them were not open to take the value of feedback. Further, Goldwin (2012)[19] noted that about 15 percent of the teachers go away from teaching and around 14 percent transferred to other school after several years of teaching as a result of feeling personally ineffective and unsupported.

Personal effectiveness is important for the survival and growth of individuals in general and organizations in particular (Olmedo & Gempes, 2016[35]; Pathak & Srivastava, 2010)[37]. The attitude of students towards learning can be improved through teacher self-disclosure. Moreover, the classroom environment becomes more relaxing which promotes students' engagement and encourages learners to share their experiences to others (Cayanus, Martin & Goodboy, 2009[8]; Farani & Fatemi, 2014[13]; Into & Gempes, 2018[23]; Rahimi & Askari,

2016)[40]. Similarly, openness to consider feedback will enable teachers to improve their lesson planning ability and enhance relationship with peers (Tricarico & Yendol-Hoppey, 2012)[49]. Undeniably, teacher perceptiveness is required for students to make the most of their academic experience (Canada News Wire, 2014). The benefits of greater personal effectiveness involve feeling better about oneself, greater personal impact upon others, improved productivity, and establishing higher credibility (Veeranaagoudra, 2011)[50].

Recognizing the importance of personal effectiveness as discussed in the preceding paragraph, the researcher conducted an extensive review for possible variables that may affect or moderate personal effectiveness. A number of literature showed the link between quality of work life and personal effectiveness (Reena & Jayan, 2012)[41]. Likewise, it was also established that time management is associated with personal effectiveness (Claessens, 2004[11]; Kumari, 2014)[31]. According to some authors (Mendoza & Gempes, 2018[34]; Swamy, Nanjundeswaraswamy & Rashmi 2015)[46], quality of work life can be measured in terms of employees' satisfaction to their working condition. A better quality of work life may encourage an employee to participate actively in the workplace to achieve the organizational goals. Further, Kumari (2014)[31] describes time management as an employees' behavior towards maximum utilization of time in doing relevant activities.

It is in the above context that the researcher decided to conduct the study with the intention of determining which of the above-mentioned variables may affect or may moderate the effect of one variable to personal effectiveness. Although there are already existing literature on the association between quality of work life and personal effectiveness, and so with time management and personal effectiveness, those studies dealt only with bivariate relationships and did not cover the three variables in a single study. This study dealt with the three variables with one variable as the moderating construct, making this study a contribution to new knowledge.

## 2. RESEARCH OBJECTIVE

The main purpose of the study was to determine the significance of the moderating effect of time management on the relationship between quality of work life and personal effectiveness of Junior High School teachers in Davao Region. Specifically, the study aimed to determine the following objectives:

- To assess the level of quality of work life of junior high school teachers in terms of *work environment, organization culture and climate, relation and cooperation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources.*
- To ascertain the level of personal effectiveness of junior high school teachers in terms of *self-disclosure, openness to feedback, and perceptiveness.*
- To describe the level of time management of junior high school teachers.
- To determine the significance of the relationship between quality of work life and personal effectiveness; and time management and personal effectiveness.
- To determine the significance of the moderating effect of time management on the relationship between quality of work life and personal effectiveness.

## 3. HYPOTHESIS

The following hypotheses were tested at 0.05 level of significance: a) There is no significant relationship between quality of work life and personal effectiveness of junior high school teachers; b) There is no significant relationship between time management and personal effectiveness of junior high school teachers; c) Time management has no significant moderating effect on the relationship between quality of work life and personal effectiveness.

## 4. REVIEW OF RELATED LITERATURE

This section includes several readings, related literature and studies to give an overview of the recent study. The independent variable is quality of work life with the indicators such as work environment, autonomy of work, compensation and rewards, organization culture and climate, job satisfaction and job security, training and development, relation and cooperation, facilities, and

adequacy of resources [46]. The dependent variable is personal effectiveness with indicators such as perceptiveness, self-disclosure, and openness to feedback (Pareek, 2002) [36], and the moderator variable is time management (Kumari, 2014) [31].

### 4.1 Quality of Work Life

Quality of work life (QWL) refers to the extent to which the employees in an organization are satisfied with their personal needs and work experience. Other people may have a different perspective on QWL. For example, an ordinary worker may consider it as safe working environment, fair compensation for a job, or being treated with dignity by his superior (Gempes, 2008) [17]. To a young and new in the service, it may mean opportunities to grow professionally, develop creativity and have a successful career. To the scholars, quality of work life is the condition to which important personal needs of the employees are satisfied through their experiences with the organization (Garg, Munjal, Bansal & Singhal, 2012) [15]; Jayakumar & Kalaiselvi, 2012) [26].

As mentioned by Swamy et al. (2015) [46], employees who are satisfied with their needs will actively participate in the workplace to achieve the organizational goals. As elaborated by Solomon (2015) [44], the overall satisfaction derived by the people from their work is manifested by their quality of work life. The function of dynamic interaction between the nature of work systems and content of work organization, management practices, knowledge, skills and employee attitudes is to increase performance and improve human satisfaction.

A better quality of work life is a powerful tool to facilitate the growth of the employee in particular and the organization in general. QWL is a shared responsibility among the management, employees, and society. It can be improved by identifying and satisfying the important needs of an employee in his work environment. Based on a certain standard, the management may implement a short term plan in order to improve the priority needs of an employee. It was reported that some countries including Europe, Japan, the United States and Canada were successful in their quest to have an improved and flexible working environment. The workplace can be compared to a temple, while the work is worship. For this reason, a well-structured plan is necessary to change the work environment and improve the quality of work life (Pugalendhi, Umaselvi & Nakkeeran, 2010) [39].

Moreover, the quality of work life is considered as human resource strategy and being recognized as an important component to develop the work systems. In a higher perspective, it seeks to achieve integration of the demands of the technology, society, employee, and organization by strengthening the infrastructure at the workplace. Further, employees must be given a chance to participate actively in decision making relevant to their work. This process will allow them to strengthen their commitment to an organization and enhance job satisfaction. Likewise, employees need to be provided with greater autonomy,

self-direction, and allow them to learn and manage effectively and efficiently the emerging trends and transitions in their respective field of interest. Generally, the main concern of QWL is the overall work environment and its impact on the workers to ensure that an organization is functioning effectively (Chelladurai & Raman, 2016).

## 4.2 Personal Effectiveness

Personal effectiveness is the ability of a person to be more effective and efficient in performing the job (Jain, Giga & Cooper, 2011). A high level of personal effectiveness can make a person feel better and more confident in doing the task, develop credibility, and may even influence others to do better at their job. To be personally effective, the performance task of employees in an organization must be specific. Personal effectiveness can be viewed as a form of interpersonal and group effectiveness at the organizational level (Veeranaagoudra, 2011).

On the other hand, personal effectiveness manifests as something that promotes satisfaction, happiness and well-being at the level of the individual. Personal effectiveness offered several benefits to the individual, such as the development of self-confidence without pressure from external forces. At the organizational level, a person who is personally effective influenced others to become a catalyst for an institutional change. Apparently, personal effectiveness can be described as the character in the workplace and a role in the society necessary towards success (George & Jayan, 2012).

Evidently, Brockway (2010) stressed that personal effectiveness significantly correlates to organizational success. The organization might be endangered and most likely to collapse if the employees lack effectiveness and integrity to do the task. Likewise, Reena and Jayan (2012) claimed that an effective employee through his energy is able to influence others in an organization by clearly presenting ideas and information in a most persuasive way. Such process involves utilizing interpersonal skills to work effectively with others without stress. In addition, Galarosa and Gempes (2018) also mentioned that the ability to plan, prioritize, and utilize available resources is very much necessary.

Moreover, Lather, Puskas, Singh and Gupta (2010)[32] conducted studies in order to determine the level personal effectiveness among public health professionals in the South East Asian Region (SEAR) using three indicators such as perceptiveness, self-disclosure, and openness to feedback. Results revealed that around 75 percent of the public health professionals in SEAR have high level of openness to receive and consider the value of feedback. In addition, around 60 percent of the respondents were found to have high levels of perceptiveness. Furthermore, around 50 percent of them have a high level of self-disclosure. The study suggested that around 25 percent of the health professionals in SEAR were effective, about 33 percent were secretive, and about 10 percent were ineffective.

Relating to the field of education, Ali (2011)[3] stressed that personally effective teachers are expected to have deeper knowledge are able to generate insights. Likewise, personal effectiveness will strengthen the capacity of teachers to manage their spiritual and emotional intelligence in exploring an avenue for improvement. Similarly, teachers will be able to realize and master their potentials making them more committed to their work and responsibility. Finally, personal effectiveness leads to attain balance and progress in professional life.

## 4.3 Time Management

One of the most precious things in the universe is time. It involves multiple disciplines and symbolizes life. Ironically, the overall control of time is beyond the capacity of a human being. The concept of time management is measured on the amount of success within specific time duration. Time management significantly affects how a person feels and even on his way of living. Effective time management is not only limited to having a list of activities for the day, doing the job effectively, or having more organized work environment. It also involves an ability to deal with other people around, and manage one's life and work effectively. Apparently, time management is a way of putting everything in proper order (Atkinson, 2009[4]; Khan, Farooqi, Khalil & Faisal, 2016[30]; Kumari, 2014)[31].

Successful persons are expected to possess the required skills on managing time effectively (Bernaldez & Gempes, 2016)[5]. The concept of time management in all fields was given great importance by many researchers around the world. It is believed that nations can compete with others in all fields through maximum utilization and proper management of time. An effective and efficient way of managing and controlling time provides opportunity for greater success in all endeavors. Learning how to manage time effectively offers several advantages, including acquisition of extra time, eliminating cramming, and increasing motivation to do the task. Likewise, it also reduces anxiety and enables a person to do the job without delay. Further, experts on time management recommended that doing many things simultaneously must be avoided as much as possible (Khan et al., 2016)[30].

Moreover, Hafner and Stock (2010)[21] emphasized the importance of applying the concept of theory and research towards the development of effective intervention programs that aimed for the betterment of well-being at work and attitude towards proper time management. Utilizing the findings from any scientific inquiries is a powerful technique used to evaluate how to manage one's time effectively. Furthermore, it is also important to consider some aspects of time management behavior, including planning, monitoring, and assessment. These will ensure the effective use of time while doing the job.

## 4.4 Correlations between Measures

Quality of work life is described in terms of employees and workplace environment relationship. It has something to do with the overall work climate and its effect to



workers and quality of outputs in terms of organizational and personal effectiveness. More than a specialized terminology, quality is a vital component for the survival of any organization. Research revealed that the greatest asset of an organization in today's generation is effective human resources. An improved quality of work life leads to an effective human resources. It will help an employee to be more effective in achieving organizational goals (Pugalendhi et al., 2010)[39].

Several authors like Taylor and Spink as cited by Ali (2011)[3] viewed quality of work life as the level to which an employee feels comfortable to his work and working environment which is necessary on improving organizational and personal effectiveness. Similarly, Reena and Jayan (2012)[41] noted that quality of work life is positively correlated to personal effectiveness. A better quality of work life enhances personal effectiveness. This will encourage an employee to perform better and become more satisfied on his job. A high level of personal effectiveness was evident in a group having high level of quality of work life. Similarly, individuals with low and moderate levels of quality of work life also manifested low and moderate levels of personal effectiveness. Generally, quality of work life significantly influenced personal effectiveness.

On the other hand, Thomack (2012)[48] stressed that personal effectiveness is not only dependent on the effort exerted, but on how you manage your time in doing the task. In reality, time management is a challenging issue, since it involves managing both time and oneself. In the real world, a decrease in workforce is sometimes experienced resulting work overload. There is a need of an effective employee to set priorities regarding the work to be accomplished in a particular time. Likewise, Mendoza and Gempes (2018)[34] pointed out that a clear goal, plan of activities, and quantifiable outcomes are some of the basic guidelines on managing time. Time management skill includes the ability to determine the proper spending of time, managing appointments, and preparation and planning a series of activities for the day.

In addition, Kumari (2014)[31] proposed that time management is assumed to be the determining factor of an individual's personal effectiveness. Personal effectiveness depends primarily on proper time management. This assumption is congruent to the study of Claessens (2004)[11] which reveals that time management behavior has a significant impact on effectiveness, job performance, and well-being of an employee. Improving personal effectiveness requires an individual to control and manage time effectively in doing relevant activities.

#### **4.5 Theoretical Framework**

This study was anchored on the proposition of Reena and Jayan (2012)[41] which stated that quality of work life is positively correlated to personal effectiveness. A better quality of work life enhances personal effectiveness. This will encourage an employee to perform better and become more satisfied on his job. Further, Kumari (2014)[31] also

mentioned that time management is assumed to be the determining factor of an individual's personal effectiveness. Personal effectiveness depends primarily on proper time management. These propositions are supported by the following authors:

Definitely, Taylor and Spink as cited by Ali (2011)[3] viewed quality of work life as the level to which an employee feels comfortable to his work and working environment which is necessary on improving organizational and personal effectiveness. In addition, Swamy et al. (2015)[46] considered organizational culture as indicator of quality of work life. Research conducted by Sanyal et al. (2016) confirmed the significant positive correlation between organizational culture and personal effectiveness.

Moreover, personal effectiveness is not only a function of an effort exerted, but on how you manage your time in doing the task (Thomack, 2012)[48]. Likewise, time management behavior has a significant impact on effectiveness, job performance, and well-being of an employee. Improving personal effectiveness requires an individual to control and manage time effectively in doing relevant activities (Claessens, 2004)[11].

#### **4.6 Conceptual Framework**

Presented in Figure 1 is the conceptual paradigm of the study. The independent variable of this study is the quality of work life with the following indicators: *work environment* refers to a professional, social, and working environment of employees through which they are expected to interact and coordinate with others; *organization culture and climate* is a collective behavior comprising the vision, norms, and values of people and organization; *relation and cooperation* refers to how the management and workers coordinate with one another regarding issues and concerns relevant to the workplace; *training and development* is an activity designed by an organization to improve performance; *compensation and rewards* consider as the motivational factors; *facilities* refer to the services necessary to satisfy the needs of employee in attaining the goals of organization which include but not limited to security, transportation, and food services; *job satisfaction and job security* refer to the extent to which employees felt satisfied and secured about their work; *autonomy of work* refers to the extent by which employees are engaged in making decision relevant to their job; and *adequacy of resources* which has something to do with the availability of adequate time, information resources, and equipment necessary to do the task (Swamy et al., 2015)[46].

The dependent variable is the personal effectiveness with the following indicators: *self-disclosure* is the ability to share personal information to others including experiences, ideas, feelings, perceptions, and impressions; *openness to feedback* refers to a reaction or response in dealing with feedback from others regarding our attitudes, behavior and performance; and *perceptiveness* which refers to the ability

to pick up verbal and non-verbal cues from others (Pareek, 2002)[36].

The moderator variable of the study is time management which refers to the ability of an employee to use time effectively in doing relevant activities. It is associated with a good skill in setting of goals and identifying task to be accomplished on priority basis. Thus, time management provides greater opportunity to succeed, improve performance, and monitor outcomes (Kumari, 2014).

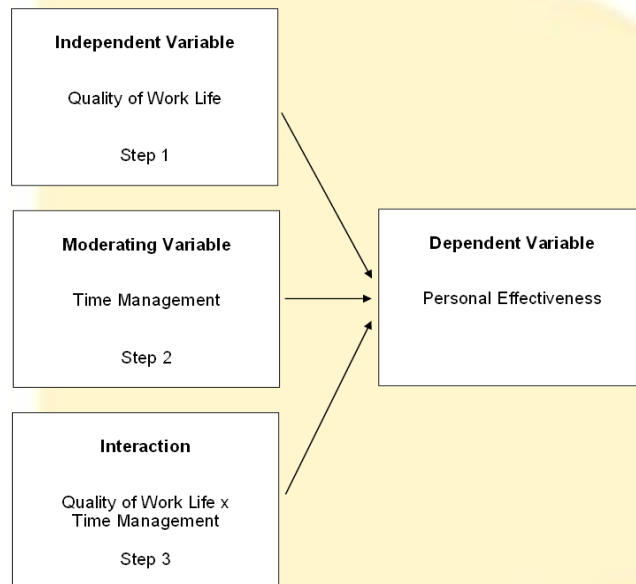


Figure1. The Conceptual Paradigm of the Study

## 5. METHOD

### 5.1 Research Design

This study employed quantitative non-experimental research design utilizing descriptive correlational technique and moderating analysis. In non-experimental research, researchers collect data in their natural environments without making changes or introducing treatments (Gehle, 2013[16]; Simon, 2011)[43]. Correlational technique determines the relationship between two variables. The coefficient of correlation ranges from negative one to positive one (Keegan, Harwood, Spray & Lavallee, 2009)[29].

The study was structured and planned to generate results in accordance with the research objectives. Its goal was to describe the quality of work life, personal effectiveness, time management, and their relationships as they exist in a natural world. In this study, the variables were not manipulated and the setting was not controlled. The non-experimental quantitative method was appropriate for this investigation since variables were only identified and studied as they occurred in a natural setting.

A variable which may either increase or decrease the degree of the relationship between the independent and dependent variable is called the moderator variable (Fairchild & MacKinnon, 2009)[12]. The moderating analysis is employed to examine if the strength of the relationship between the independent and dependent

variable is affected by the moderator variable (Jose, 2013)[27]. This technique is highly suitable to use in this study, since it sought to determine the moderating effect of time management on the relationship between quality of work life and personal effectiveness of junior high school teachers in Davao Region.

### 5.2 Population and Sample

The respondents of this study were the 400 junior high school teachers from the different public schools in Davao Region. Stratified random sampling method was employed to ensure that every member of the population will be given a chance to be selected as sample. Likewise, frequency count and percentage were used to determine the distribution of respondents according to the area of the region.

Moreover, this study used Slovin's formula being described by Tejada and Punzalan (2012)[47] as a tool in determining an appropriate sample size from the given population. As an inclusion criteria used in determining the subject of the study, the researcher considered all public junior high school teachers in Davao Region since the study aimed to determine the significance of the moderating effect of time management on the relationship between quality of work life and personal effectiveness of junior high school teachers in Davao Region. Junior high school teachers from private institutions fall under the exclusion criteria and were not included in this study, since the researcher considered private institution as separate work environment and another study is needed to administer in the context of private junior high school learning environment.

### 5.3 Research Instrument

The questionnaire used to gather data was validated by the panel of experts. Likewise, pilot testing was conducted to 30 teachers not included in the sample to determine the Cronbach's alpha value of 0.935 which ensured the reliability of the instrument which was adapted from the standardized survey of Swamy et al. (2015)[46], for independent variable, Pareek (2002)[36] for the dependent variable, and Kumari (2014)[31] for the moderator variable with slight modifications to suit the context of the study. Five-point Likert scale was used to determine the level of quality of work life, personal effectiveness, and time management of junior high school teachers in Davao Region.

The questionnaire used in the study was composed of 75 items divided into three parts as follows: Part 1 dealt with the quality of work life with indicators such as work environment, job satisfaction and job security, training and development, organization culture and climate, autonomy of work, relation and cooperation, facilities, compensation and rewards, and adequacy of resources. Part 2 dealt with the personal effectiveness with indicators such as self-disclosure, openness to feedback, and perceptiveness. Part 3 was composed of items to determine the level of time management of teachers.

Table 1. Level of Quality of Work Life of Junior High School Teachers in Davao Region

Indicators	SD	Mean	Descriptive Levels
Job Satisfaction and Job Security	0.52	4.23	Very High
Organization Culture and Climate	0.49	4.22	Very High
Relation and Cooperation	0.58	4.18	High
Training and Development	0.53	4.12	High
Work Environment	0.51	4.08	High
Compensation and Rewards	0.52	4.02	High
Facilities	0.57	3.92	High
Autonomy of Work	0.54	3.87	High
Adequacy of Resources	0.57	3.79	High
<b>Overall</b>	<b>0.41</b>	<b>4.05</b>	<b>High</b>

## 6. RESULTS

### 6.1 Level of Quality of Work Life

Shown in Table 1 are the mean scores for the indicators of *quality of work life* with an overall mean of 4.05 described as *High*. The high level could be attributed to the high rating given by the respondents in most of the indicators. This means that the respondents' response to *quality of work life* was oftentimes manifested in the items of *work environment, compensation and rewards, job satisfaction and job security, organization culture and climate, relation and cooperation, autonomy of work, training and development, facilities, and adequacy of resources*.

The cited overall mean was the result gathered from the computed mean scores of all indicators of *quality of work life*. Responses of respondents are presented from highest to lowest, according to their mean value. These are as follows: 4.23 or *Very High* for *job satisfaction and job security*, 4.22 or *Very High* for *organization culture and climate*, 4.18 or *High* for *relation and cooperation*, 4.12 or *High* for *training and development*, 4.08 or *High* for *work environment*, 4.02 or *High* for *compensation and rewards*, 3.92 or *High* for *facilities*, 3.87 or *High* for *autonomy of work*, and 3.79 or *High* for *adequacy of resources*.

### 6.2. Level of Personal Effectiveness

Shown in Table 2 are the data on the level of personal effectiveness of junior high school teachers in Davao region which gathered an overall mean of 3.91 or *High* level. The high level could be attributed to the high rating given by the respondents in all indicators. This means that the respondents' responses to personal effectiveness was oftentimes manifested in the items of *perceptiveness, self-disclosure, and openness to feedback*.

The cited overall mean was the result gathered from the computed mean scores of all indicators of personal effectiveness. Responses of respondents are presented from highest to lowest, according to their mean value. The highest among these indicators is posted to *openness to feedback* with a mean of 4.11 or *High*, followed by *perceptiveness* with a mean of 4.10 or *High*, and *self-disclosure* with a mean of 3.53 or *High*.

### 6.3. Level of Time Management

Shown in Table 3 are the mean scores for the items of *time management* with an overall mean of 4.19 described as *High*. The high level could be attributed to the high rating given by the respondents in most of the items. This means that the respondents' responses to *time management* was oftentimes manifested in majority of the cases.

The cited overall mean was the result gathered from the computed mean scores of all items of *time management*. Responses of respondents are presented from highest to lowest, according to their mean value. These are as follows: 4.52 or *Very High* for thinking that to be successful in life, one must place task and time properly, 4.45 or *Very High* for setting priorities according to their importance, 4.40 or *Very High* for wanting everything in its proper place at home and office, 4.39 or *Very High* for being well aware that time is a most critical resource, 4.36 or *Very High* for quality of work being more important than strict time schedule, 4.34 or *Very High* for setting clear goals in life, 4.31 or *Very High* for feeling time audit is very important for performance evaluation, 4.27 or *Very High* for always doing right things in the right way in available time frame, 4.23 or *Very High* for preferring a quiet time into each work day, 4.22 or *Very High* for setting deadlines for both at work and non-work situations, and 4.21 or *Very High* for trying to finish at

Table 2. Level of Personal Effectiveness of Junior High School Teachers in Davao Region

Indicators	SD	Mean	Descriptive Levels
Openness to Feedback	0.53	4.11	High
Perceptiveness	0.52	4.10	High
Self-Disclosure	0.72	3.53	High
<b>Overall</b>	<b>0.47</b>	<b>3.91</b>	<b>High</b>



Table 3. Level of Time Management of Junior High School Teachers in Davao Region

Items	SD	Mean	Descriptive Level
Thinking that to be successful in life, one must place task and time properly.	0.60	4.52	Very High
Setting priorities according to their importance.	0.65	4.45	Very High
Wanting everything in its proper place at home and office.	0.64	4.40	Very High
Being well aware that time is a most critical resource.	0.67	4.39	Very High
Quality of work being more important than strict time schedule.	0.67	4.36	Very High
Setting clear goals in life.	0.60	4.34	Very High
Feeling time audit is very important for performance evaluation.	0.64	4.31	Very High
Always doing right things in the right way in available time frame.	0.64	4.27	Very High
Preferring a quiet time into each work day.	0.71	4.23	Very High
Setting deadlines for both at work and non-work situations.	0.62	4.22	Very High
Trying to finish at least one task everyday on priority basis.	0.67	4.21	Very High
Using prime work times to complete the important task.	0.66	4.15	High
Being able to allocate sometime during the day for personal work.	0.66	4.13	High
Dividing large work schedules into smaller separate stages.	0.64	4.12	High
Doing something productive whenever there is time intervals.	0.64	4.10	High
Being usually interested in preparing time budget for task.	0.66	4.04	High
Preferring to keep a track of productive use of time.	0.70	4.03	High
Generally giving undivided attention to one task at a time.	0.67	3.93	High
Making a fresh-to-do list daily.	0.80	3.86	High
Not trying to defer/postpone work.	0.75	3.86	High
<b>Overall</b>	<b>0.43</b>	<b>4.19</b>	<b>High</b>

least one task everyday on priority basis.

Also, a mean score of 4.15 or High is posted for using prime work times to complete the important task, 4.13 or High for being able to allocate sometime during the day for personal work, 4.12 or High for dividing large work schedules into smaller separate stages, 4.10 or High for doing something productive whenever there is time intervals, 4.04 or High for being usually interested in

preparing time budget for task, 4.03 or High for preferring to keep a track of productive use of time, 3.93 or High for generally giving undivided attention to one task at a time, 3.86 or High for making a fresh-to-do list daily, and for not trying to defer/postpone work.

#### 6.4. Correlations between Quality of Work Life and Personal Effectiveness

Shown in Table 4 is the significance of the relationship of

Table 4. Correlations between Quality of Work Life and Personal Effectiveness

Quality of Work Life	Personal Effectiveness			
	Self-Disclosure	Openness to Feedback	Perceptiveness	Overall
Work Environment	.204* .000	.198* .000	.206* .000	.204* .000
Organization Culture and Climate	.183* .000	.282* .000	.246** .000	.183* .000
Relation and Cooperation	.210* .000	.248* .000	.251* .000	.210* .000
Training and Development	.122* .015	.246* .000	.211* .000	.122* .015
Compensation and Rewards	.115* .021	.294* .000	.259* .000	.115* .021
Facilities	.131* .009	.323* .000	.257* .000	.131* .009
Job Satisfaction and Job Security	.206* .000	.341* .000	.258* .000	.206* .000
Autonomy of Work	.259* .000	.391* .000	.434* .000	.259* .000
Adequacy of Resources	.238* .000	.307* .000	.281* .000	.238* .000
<b>Overall</b>	<b>.241* .000</b>	<b>.379* .000</b>	<b>.347* .000</b>	<b>.241* .000</b>

quality of work life and personal effectiveness. The study was aimed to determine if the *quality of work life* has significant relationship to the *personal effectiveness* of junior high school teachers in Davao Region.

The overall correlation had a computed r-value of 0.241 with a p value of  $< 0.05$ , the significance level set in this study. Doing an in-depth analysis, it could be gleaned that the correlation between the indicators of quality of work life and *personal effectiveness* had r-values ranging from 0.115 to 0.259 with probability values less than 0.05 level of significance, hence, the rejection of the null hypothesis stating that there is no significant relationship between *quality of work life* and *personal effectiveness*. Further, analysis of the correlations of indicators between the two variables showed that *autonomy of work* being an indicator of *quality of work life* has the highest r-value of 0.259 ( $p < .05$ ) when correlated with *personal effectiveness*.

The rest of the indicators of quality of work life like work environment, job satisfaction and job security, organization culture and climate, compensation and rewards, autonomy of work, relation and cooperation, training and development, facilities, and adequacy of resources are all positively correlated to personal effectiveness.

### 6.5. Correlations between Time Management and Personal Effectiveness

Shown in Table 5 is the significance of the relationship of *time management* and *personal effectiveness*. One objective of this study is to determine if *time management* has a significant relationship to the *personal effectiveness* of junior high school teachers in Davao Region.

The overall correlation had a computed r-value of 0.530 with a p value of  $< 0.05$ , the significance level set in this study. Doing an in-depth analysis, it could be gleaned that the correlation between *time management* and the indicators of *personal effectiveness* had r-values ranging from 0.275 to 0.544 with probability values less than 0.05 significance level, hence, the rejection of the null hypothesis stating that there is no significant relationship between *time management* and *personal effectiveness*.

Table 5. Correlations between Time Management and Personal Effectiveness

Personal Effectiveness	Time Management
Self-Disclosure	.275* .000
Openness to Feedback	.497* .000
Perceptiveness	.544* .000
Overall	.530* .000

Likewise, analysis of the correlations of *time management* and the indicators of *personal effectiveness* showed that the highest r-value of 0.544 ( $p < .05$ ) is obtained when *time management* is correlated to *perceptiveness* as an

indicator of *personal effectiveness*. *Time management* is also found to be positively correlated to the rest of the indicators of *personal effectiveness* such as *self-disclosure* and *openness to feedback*.

### 6.6. Moderating Effect of Time Management on the Relationship between Quality of Work Life and Personal Effectiveness

Hierarchical regression analysis was employed to test the hypothesis on moderating effect. The independent variable, *quality of work life* was entered into the hierarchical procedure as step one. Regression results are shown in Table 6. When regressing *quality of work life* ( $B = .248$ ,  $p < .001$ ) and the moderating variable, *time management* ( $B = .481$ ,  $p < .001$ ) in step 2, they were found to be significant predictors of *personal effectiveness* of junior high school teachers in Davao Region, in their capacities as separate variables.

The 3<sup>rd</sup> step in the regression analysis was to determine the interaction effect of *time management* on the relationship between *quality of work life* and *personal effectiveness*, as proposed in hypothesis 2, so that the higher level of *time management* does not increase nor decrease the relationship between *quality of work life* and *personal effectiveness*. When the effect of one independent variable differs based on the level of magnitude of another variable (a moderator variable), then the interaction occurs. The interaction effect ( $B = .032$ ,  $p > 0.05$ ) which is the product of *quality of work life* and *time management* is not significant, hence the acceptance of the null hypothesis that *time management* does not moderate the relationship between *quality of work life* and *personal effectiveness*. This suggests that the interaction effect is not a contributor to the model variance.

The result of the study could be further analyzed through *R square change* in Table 6. The *R square change* tells how much variance in the DV these predictors explained in each step. The *R square change* of .166 means an additional variance of 17% to the variance of 16% in Step 1 of the hierarchical regression. This shows that 16% of the variance in personal effectiveness of junior high school teachers in Davao Region is due to their quality of work life. The interaction term (quality of work life X time management) registered 0.00 contribution to DV.

To validate the result of the regression, a modgraph (Figure 2) was generated from the interaction data displayed in Table 7 and 8. The graph shows three parallel lines. This means that at high or low level of time management, the effect of quality of work life on personal effectiveness of junior high school teachers in Davao Region is depicted to be the same.

## 7. DISCUSSION

### 6.2 Quality of Work Life of Junior High School Teacher in Davao Region

The high level of quality of work life of junior high school teachers in Davao Region could be attributed to



**Table 6. Hierarchical Regression to Assess the Moderating Effect of Time Management on Quality of Work Life-to-Personal Effectiveness Relationship**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square Change
	B	Std. Error	Beta			
Step 1 (Constant)	2.107	.212		9.959	.000	.156
Quality of Work Life	.446	.052	.395	8.578	.000	
Step2 (Constant)	.890	.227		3.928	.000	.166
Quality of Work Life	.248	.051	.220	4.885	.000	
Time Management	.481	.049	.443	9.854	.000	
Step 3 (Constant)	1.418	1.489		.953	.342	.000
Quality of Work Life	.114	.377	1.01	.303	.762	
Time Management	.354	.358	.326	.987	.324	
Quality of Work Life by Time Management	.032	.090	.198	.359	.720	

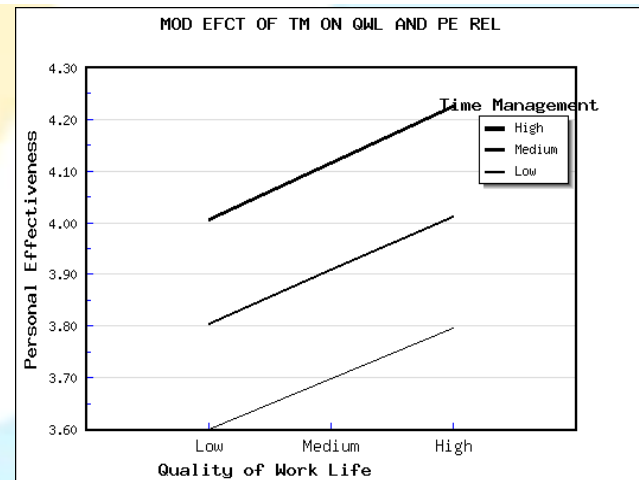
**Table 7. Summary of Means on the Main Effects of Quality of Work Life and Time Management on Personal Effectiveness**

Quality of Work Life	Time Management		
	Low	Medium	High
High	4.0070	4.1157	4.2243
Medium	3.8040	3.9070	4.0100
Low	3.6011	3.6983	3.7956

**Table 8. Statistical Output Necessary to Graph the Main Effects of Quality of Work Life and Time Management and the Interaction on Personal Effectiveness**

Variable	B	Mean	SD
Quality of Work Life	.114	4.0467	.41481
Time Management	.354	4.1938	.43160
Interaction Term	.032		
Constant	1.418		

the high rating given by the respondents in most of the indicators. This means that the respondents' response to quality of work life was manifested in the majority of the cases in the items of work environment, relation and cooperation, job satisfaction and job security, organization culture and climate, training and development, autonomy of work, compensation and rewards, facilities, and adequacy of resources. This means further that junior high school teachers in Davao Region oftentimes felt that their quality of work life is good. Such findings conform to the study of Pugalandhi et al. (2010) which revealed that a better quality of work life is a powerful tool to facilitate the growth of the employee in particular and the organization in general. Quality of work life is a shared responsibility among the management, employees, and society. It can be improved by identifying



**Figure 2. Graphical depiction of the moderating effect of time management on the quality of work life-to-personal effectiveness relationship**

and satisfying the important needs of an employee in his work environment. Based on a certain standard, the management may implement a short term plan in order to improve the priority needs of an employee. This result is associated with the idea of Chelladurai and Raman (2016)[9] which stated that quality of work life is considered as a human resource strategy which is considered as important tool in developing work systems. In a higher perspective, it seeks to achieve integration of the demands of the technology, society, employee, and organization by strengthening the infrastructure at the workplace.

### **6.3 Personal Effectiveness of Junior High School Teacher in Davao Region**

The high level of personal effectiveness of junior high school teachers in Davao Region could be attributed to

the high rating given by the respondents in most of the indicators. This means that the respondents' response to personal effectiveness was manifested in the majority of the cases in the items of openness to feedback, perceptiveness, and self-disclosure. This means further that junior high school teachers in Davao Region are personally effective oftentimes. It conforms to the idea of Pathak and Srivastava (2010)[37] stating that personal effectiveness is important for the survival and growth of individuals in general and organizations in particular.

The level of personal effectiveness in terms of openness to feedback was described as high as manifestations of the consistency of the responses of the respondents on the following items: valuing what senior colleagues have to say about behavior and competence, opening up and listening when a colleague directly tells about his/her behavior, and carefully considering and responding positively to the feedback given by colleagues. This means that teachers are oftentimes open and willing to take the value of feedback from peers and senior colleagues. Such findings conform to the idea of Harwood and Froehlich (2017)[22] who pointed out that feedback is necessary to improve performance, professional life, and general well-being of teachers. In addition, Kaplan et al. (2015) argued that school effectiveness is influenced by the quality and quantity of the feedbacks received by teachers concerning their performance.

Similarly, perceptiveness being an indicator of personal effectiveness was described as high as a result of the responses of the respondents on the following items: being mindful on how the students feel and react when involved in conversation or argument; knowing very well if students were put off, bored or annoyed and not enjoying while interacting; and being careful with what words which can disturb the students. This means that teachers are oftentimes mindful about their students' feelings and careful while communicating with them. Such findings conformed to the proposition of Gunes (2018)[20] which stated that teachers need to be properly equipped with motivational skills, self-efficacy, and perceptiveness in order to qualify for a teaching profession. Similarly, some authors like Piske et al. (2016) also pointed out that students tend to realize a meaningful learning experience if teachers are perceptive and aware of their interest and feelings.

Likewise, self-disclosure as an indicator of personal effectiveness was also described as high as manifestations of the responses of respondents in the following items: spontaneously sharing similar experiences with when a friend discusses problems, enjoying having conversations with friends about personal concerns and matters, and generally not hesitating to express feelings to the principal. This means that teachers oftentimes communicate with their students, friends, and colleagues about their personal concerns and matters and express their feelings to their principal without hesitation. This is congruent with the idea of Williams (2015)[51] which stressed that teacher self-disclosure is an important tool to

develop trust and confidence among learners. Similarly, the study of Song et al. (2016)[45] revealed that the mutual relationship between student and teacher was increased through teacher self-disclosure which eventually leads to a more productive learning environment and improved class satisfaction.

#### **6.4 Time Management of Junior High School Teacher in Davao Region**

The high level of time management of junior high school teachers in Davao Region could be attributed to the high rating given by the respondents in most of the items. This means that the respondents' response to time management was oftentimes manifested in the items such as thinking that to be successful in life, one must place task and time properly, setting priorities according to their importance, and wanting everything in its proper place at home and office. This means further that junior high school teachers in Davao Region are able to effectively manage their time oftentimes. Such findings conformed to the proposition of Khan et al. (2016) that effective time management is not only limited to having a list of activities for the day, doing the job effectively, or having more organized work environment. It also involves an ability to deal with other people around, and manage one's life and work effectively. Apparently, time management is viewed as a process of putting everything in proper order.

#### **6.5 Correlations between Quality of Work Life and Personal Effectiveness**

The present study reveals a significant relationship between quality of work life and personal effectiveness of junior high school teachers in Davao Region. This means that teachers' quality of work life determines their personal effectiveness which can be seen in the data. This is in conformity with the study of Reena and Jayan (2012) which revealed that the quality of work life is positively correlated to personal effectiveness. A better quality of work life enhances personal effectiveness. This will encourage an employee to perform better and become more satisfied on his job. Similarly, Taylor and Spink as cited by Ali (2011)[3] viewed quality of work life as the level to which an employee feels comfortable to his work and working environment which is necessary on improving organizational and personal effectiveness.

Moreover, the findings of the study collaborated with Pugalendhi et al. (2010)[39] who described quality of work life based on workers and workplace environment relationship. Quality of work life deals with the total climate of work and its effect to workers and the quality of outputs in terms of organizational and personal effectiveness. More than a specialized terminology, quality is a vital component for the survival of any organization. Research revealed that the greatest asset of an organization in today's generation is effective human resources. An improved quality of work life will result to an effective and high quality human resources. A better quality of work life will help an employee to be more effective in achieving organizational goals. As observed

by Ahmad (2013)[2], an improved quality of work life contributes the enhancement of personal and organizational effectiveness. Improving the quality of work life of workers requires favorable workplace to deliver products and services effectively.

### **6.6 Correlations between Time Management and Personal Effectiveness**

The test of the relationship between variables reveals the significant relationship between time management and personal effectiveness of junior high school teachers in Davao Region. This implies that an effective time management promotes personal effectiveness of teachers. These findings confirmed the proposition of Kumari (2014)[31] which mentioned that time management is assumed to be the determining factor of an individual's personal effectiveness. Personal effectiveness depends primarily on proper time management. Similarly, Thomack (2012)[48] also noted that personal effectiveness is not only a function of an effort exerted, but on how you manage your time in doing the task.

Moreover, findings from the study also aligned with the pronouncement of various authors (Adejo, 2012[1]; Khan et al., 2016)[30] that effective time management is the key to high performance levels and personal effectiveness. Aside from becoming more productive, employees develop more power to cope with stress, conflicts, and pressure. Likewise, employees are more motivated to do the job while maintaining balance between career and life. On the other hand, enhancing the productivity of the team requires relevant training on time management. This process provides participants with the necessary skills needed to improve their performance, planning and management abilities. Consequently, time is the most valuable asset, regardless of our designation in service. Therefore, it must be used in a more productive way by properly identifying priorities.

### **6.7 Moderating Effect of Time Management on the Relationship between Quality of Work Life and Personal Effectiveness**

Hierarchical regression analysis was applied to test the hypothesis of the study on the moderating effect of time management on the relationship between quality of work life and personal effectiveness of junior high school teachers in Davao Region. The results of the regression indicated that both quality of work life and time management are significant predictors of personal effectiveness of junior high school teachers in Davao Region in their capacities as separate variables. However, the interaction effect or the product of quality of work life and time management was not a contributor to the model variance. This implies that time management does not significantly moderate the relationship between quality of work life and personal effectiveness of junior high school teachers in Davao Region.

A modgraph was provided to visually verify the result of the regression. It indicates that there is no interaction effect of quality of work life and time management on

personal effectiveness since according to Jose (2013), a graph showing three parallel lines implies that the moderator has no interaction with the main effect. It means further that changes in the levels of time management do not significantly affect the variation in quality of work life in an attempt to influence personal effectiveness.

Although the result revealed that there is no significant moderating effect of time management on the relationship between quality of work life and personal effectiveness, relationship between variables was established through correlation. The significant relationship between quality of life and personal effectiveness established in this study supported the framework of Reena and Jayan (2012) which stressed that quality of work life is positively correlated to personal effectiveness. A better quality of work life enhances personal effectiveness. This will encourage an employee to perform better and become more satisfied on his job. In support, Taylor and Spink as cited by Ali (2011)[3] also mentioned that quality of work life enhances personal effectiveness. Likewise, the significant relationship between time management and personal effectiveness supported the proposition of Kumari (2014)[31] which stated that time management is assumed to be the determining factor of an individual's personal effectiveness. Personal effectiveness depends primarily on proper time management. This is congruent to the idea of Thomack (2012) which stated that personal effectiveness is not only a function of an effort exerted, but on how you manage your time in doing the task.

## **8. CONCLUSION**

With considerations on the findings of the study, conclusions are drawn in this section. The level of quality of work life of junior high school teachers in Davao Region is high specifically on autonomy of work, relation and cooperation, work environment, adequacy of resources, organization culture and climate, training and development, compensation and rewards, job satisfaction and job security, and facilities. Likewise, the level of personal effectiveness of junior high school teachers is also high in terms of openness to feedback, self-disclosure, and perceptiveness. Similarly, the level of time management, of junior high school teachers is also high. Moreover, there is a significant relationship between quality of work life and personal effectiveness. The quality of work life significantly affects personal effectiveness of teachers. Further, there is a significant relationship between time management and personal effectiveness. Time management significantly affects personal effectiveness of teachers. On the other hand, time management has no significant moderating effect on the relationship between quality of work life and personal effectiveness. Time management does not significantly moderate the relationship between quality of work life and personal effectiveness of teachers.



While the result revealed that there is no significant moderating effect of time management on the relationship between quality of work life and personal effectiveness, relationship between variables was established through correlation. The significant relationship between quality of life and personal effectiveness established in this study supported the framework of Reena and Jayan (2012)[41] which stressed that quality of work life is positively correlated to personal effectiveness. A better quality of work life enhances personal effectiveness. This will encourage an employee to perform better and become more satisfied on his job. In support, Taylor and Spink as cited by Ali (2011)[3] also mentioned that quality of work life enhances personal effectiveness. Likewise, the significant relationship between time management and personal effectiveness supported the proposition of Kumari (2014)[31] which stated that time management is assumed to be the determining factor of an individual's personal effectiveness. Personal effectiveness depends primarily on proper time management. This is congruent to the idea of Thomack (2012)[48] which stated that personal effectiveness is not only a function of an effort exerted, but on how you manage your time in doing the task.

## 9. RECOMMENDATIONS

In the light of the foregoing findings and conclusion, the following recommendations are offered. The level of quality of work life of teachers must be raised from high to very high. To do this, the following good practices in school may be implemented by the school administrator: giving a certificate of recognition to teachers for a job well done; ensuring that the work environment of teachers is good and highly motivating by providing them with instructional support such as enough learning materials, facilities, and equipment that can be used in teaching and learning process; encouraging teachers to grow professionally by sending them to relevant trainings and allowing them to enroll in graduate and post graduate studies; empowering teachers by allowing them to share opinions and suggestions for the development of the school; and ensuring harmonious relationship among colleagues and superiors by creating a well-functioning Grievance Committee in school to immediately settle down any forms of dispute.

The high level of personal effectiveness of teachers must be raised to very high. Teachers may consider doing the following things to boost their personal effectiveness: embracing personal responsibility; creating a powerful vision for life and work as professional teacher; listening and carefully considering the suggestion and feedback from colleagues and superiors to improve performance; learning how to use one's strengths properly and finding ways on how to improve weaknesses; and most importantly, reevaluating the commitment to service and having the courage to keep learning and improving oneself.

The level of time management of teachers must be raised from high to very high. School administrators may encourage teachers to set goals by making a plan and schedule of their daily activities in order to perform better on their job. Further, teachers may also learn to prioritize tasks according to their importance. Above all things, increasing the level of time management may require the teachers to have discipline and strong attitude in doing the task.

Meanwhile, results from the study also revealed that in their capacities as separate variables, both quality of work life and time management significantly predict personal effectiveness. In line with this, it is recommended that concern individuals may give proper importance and consideration of increasing the levels of quality of work life and time management. These will help teachers to be more effective in doing their job.

The findings of the study denote no significant moderating effect of time management on the relationship between quality of work life and personal effectiveness of teachers. In line with this, it is recommended to intensify the quality of work life and personal effectiveness significant relationship. In addition, future researchers may also explore other variables that significantly moderate quality of work life and personal effectiveness relationship. This will ultimately contribute in filling the gap in the literature.

## 10. REFERENCES

- [1] Adejo, A. (2012). *Effective time management for high performance in an organization* (Master's thesis, Seinäjoki University of Applied Sciences, Finland). Retrieved from <https://www.google.com/search?Source=hp&ei=KIG2W-nUGoz>
- [2] Ahmad, S. (2013). Paradigms of quality of work life. *Journal of Human Values*, 19(1), 73-82.
- [3] Ali, A. (2011). *Influence of quality of work life, ego-strength and job attitude on organizational commitment of managerial personnel* (Doctoral dissertation, Aligarh Muslim University, India). Retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/12970>
- [4] Atkinson, F. (2009). *Part 1: Time management basics - chapter 01: Time management and your life*. Richmond: Crimson Business Ltd. Retrieved from <https://search.proquest.com/docview/742655259?accountid=31259>
- [5] Bernaldez, E. A., & Gempes, G. P. (2016). The mediating effect of conflict management styles of school heads on the relationship between ethical climate and organizational commitment among public elementary schools in region XI. *International Journal of Management Excellence*, 7(1), 743-750.
- [6] Brockway, S. (2010). Personal effectiveness. U.K: Roffey Park.

- [7] Canada News Wire (2014). *Over 100 of toronto's youngest teachers celebrated*. Retrieved from <https://search.proquest.com/docview/153222244?accountid=31259>
- [8] Cayanus, J. L., Martin, M. M. & Goodboy, A. K. (2009). The relation between teacher self-disclosure and student motives to communicate. *Communication Research Reports*, 26(2), 105-113.
- [9] Chelladurai, K. & Raman, N. (2016). A study on quality of work life in Higher Educational Institutions in Coimbatore District. *Asia Pacific Journal of Research*, 1(40), 272-279.
- [10] Choudhary, K. N. (2016). Personal effectiveness : A case study. *International Journal of Scientific and Technology Research*, 5(9), 211-215.
- [11] Claessens, B. J. (2004). *Perceived control of time: Time management and personal effectiveness at work*. Eindhoven: Technische Universiteit Eindhoven.
- [12] Fairchild, A. J. & MacKinnon, D. P. (2009). A general model for testing mediation and moderation effects. *Prevention Science*, 10(2), 87-99.
- [13] Farani, S. T. & Fatemi, A. H. (2014). The impact of teacher's self-disclosure on students' attitude towards language learning in a foreign language context. *Theory and Practice in Language Studies*, 4(11), 2415.
- [14] Galarosa, L. & Gempes, G. (2018). Bridge employment of retired teachers: Fancy or necessity. *International Journal of Management Excellence*, 11(1), 1440-1456.
- [15] Garg, C. P., Munjal, N., Bansal, P. & Singhal, A. K. (2012). Quality of work life: An overview. *International Journal of Physical and Social Sciences*, 2(3), 231-242.
- [16] Gehle, T. (2013). *Core research designs part 3: Non-Experimental designs*. Retrieved January 10, 2018, from <https://cirt.gcu.edu/blogs/researchtips/core-research-designs-part3non-experimental-designs>
- [17] Gempes, G. P. (2008). Locus of control and work commitment of baby boomers and generation X. *Liceo Journal of Higher Education Research*, 5(2), 104-118.
- [18] George, R. & Jayan, C. (2012). The impact of organizational culture on personal effectiveness. *Journal of the Indian Academy of Applied Psychology*, (39), 119-129.
- [19] Goldwin, B. (2012). Supporting beginning teachers. *Educational Leadership*, 69(8) 84-85.
- [20] Guneş, G. (2018). The Mathematics backgrounds and Mathematics self-efficacy perceptions of pre-service elementary school teachers. In *Research Advances in the Mathematical Education of Pre-service Elementary Teachers* (pp. 171-186). Springer, Cham.
- [21] Hafner, A. & Stock, A. (2010). Time management training and perceived control of time at work. *The Journal of Psychology*, 144(5), 429-447.
- [22] Harwood, J. & Froehlich, D. E. (2017). Proactive feedback-seeking, teaching performance, and flourishing among teachers in an international primary school. In *Agency at Work* 425-444. Springer, Cham.
- [23] Into, C. A. D., & Gempes, G. P. (2018). Untold stories of teachers with multiple ancillary functions: A phenomenology of fortitude.
- [24] Jain, A. K., Giga, S. I. & Cooper, C. L. (2011). Social power as a means of increasing personal and organizational effectiveness: The mediating role of organizational citizenship behavior. *Journal of Management and Organization*, 17(3), 412-432.
- [25] James, J. H. (2009). Reframing the disclosure debate: Confronting issues of transparency in teaching controversial content. *Social Studies Research and Practice*, 4(1), 82-94.
- [26] Jayakumar, A. & Kalaiselvi, K. (2012). Quality of work life: An overview. *International Journal of Marketing, Financial Services & Management Research*, 1(10), 140-151.
- [27] Jose, P. E. (2013). *Moderation/Mediation Help Centre (Ver. 3.0)*. Victoria University of Wellington, Wellington, New Zealand, School of Psychology. Retrieved July 30, 2017 at <https://psychology.victoria.ac.nz/help-centre/>
- [28] Kaplan, C., Chan, R., Farbman, D. A. & Novoryta, A. (2015). Time for teachers: Leveraging expanded time to strengthen instruction and empower teachers. *National Center on Time & Learning*. Boston, MA
- [29] Keegan, R. J., Harwood, C. G., Spray, C. M. & Lavalley, D. E. (2009). A qualitative investigation exploring the motivational climate in early career sports participants: Coach, parent and peer influences on sport motivation. *Psychology of Sport and Exercise*, 10(3), 361-372.
- [30] Khan, H. M. A., Farooqi, M. T. K., Khalil, A. & Faisal, I. (2016). Exploring relationship of time management with teachers' performance. *Bulletin of Education and Research*, 38(2), 249-263.
- [31] Kumari, K. (2014). *Influence of time management on professional and career development* (Doctoral dissertation, Manonmaniam Sundanar University, India). Retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/44538>
- [32] Lather, A. S., Puskas, J., Singh, A. K. & Gupta, N. (2010). Organisational culture: A study of selected organisations in the manufacturing sector in the NCR. *Agric. Econ.-Czech*, 56(8), 349-358.
- [33] Marten, J. L. (2015). *To whom do they turn? expert teachers' experiences with feedback*. Retrieved from <https://search.proquest.com/docview/1696057890?accounted=31259>
- [34] Mendoza, L. S., & Gempes, G. P. (2018). Quality of work life of food chain employees in region XI: A causal model. *JABS*, 4(2), 90-108.

- [35] Olmedo, A. M., & Gempes, G. P. (2016). Shaken but unruffled: Stories of psychologically distressed public secondary school teachers. *International Journal of Management Excellence*, 7(2), 762-795.
- [36] Pareek, U. (2002). *Training instruments in HRD and OD* (2<sup>nd</sup> ed.). Retrieved from [https://books.google.com.ph/books?id=RRM-HrtNb NMC &pg=PR3&source=gbs\\_selected\\_pages&cad=2#v=onepage&q&f=false](https://books.google.com.ph/books?id=RRM-HrtNb NMC &pg=PR3&source=gbs_selected_pages&cad=2#v=onepage&q&f=false)
- [37] Pathak, D. & Srivastava, S. (2010). Variables affecting personal effectiveness: An empirical study on B-school students. *Drishtikon : A Management Journal*, 2(1). Retrieved from <https://search.proquest.com/docview/1477996606?accounted=31259>
- [38] Piske, F. H. R., Stoltz, T., Vestena, C. L. B., de Freitas, S. P., Valentim, B. D. F. B., Sant'ana de Oliveira, C. ... & Machado, C. L. (2016). Barriers to creativity, identification and inclusion of gifted student. *Creative Education*, 7(14), 1899.
- [39] Pugalendhi, S. B., Umaselvi, M. & Nakkeeran, S. K. (2010). *Quality of work life: Perception of college teachers*. St. Louis: Federal Reserve Bank of St Louis. Retrieved from <https://search.proquest.com/docview/1699081336?accountid=31259>
- [40] Rahimi, A. & Askari, R. (2016). Language Teaching Research Iranian EFL teachers perceptions of teacher self-disclosure. *Iranian Journal of Language Teaching Research*, 4(1), 83-96.
- [41] Reena, G. & Jayan, C. (2012). Role of quality of work life on the job attitude and personal effectiveness of Engineering College Teachers. *South Asian Academic Research Journals, Academicia* 2 (6), 121-134.
- [42] Sanyal, N., Fernandes, T. & Fatima, A. (2016). Personal effectiveness, organizational culture and work-related stress among teachers. *IRA International Journal of Education and Multidisciplinary Studies*, 4(2), 251-270. doi:<http://dx.doi.org/10.21013/jems.v4.n2.p4>
- [43] Simon, M. (2011). *Dissertation and scholarly research: Recipes for success*. Seattle, WA: Dissertation Success LLC.
- [44] Solomon, V. V. (2015). Quality of work life of arts and science colleges teachers, chennai. *International Journal of Applied Science and Engineering*, 3(2), 63-74.
- [45] Song, H., Kim, J. & Luo, W. (2016). Teacher-student relationship in online classes: A role of teacher self-disclosure. *Computers in Human Behavior*, 54, 436-443.
- [46] Swamy, D. R., Nanjundeswaraswamy, T. S. & Rashmi, S. (2015). Quality of work life: Scale development and validation. *International Journal of Caring Sciences*, 8(2), 281-300.
- [47] Tejada, J. J. & Punzalan, J. R. B. (2012). On the misuse of Slovin's formula. *The Philippine Statistician*, 61(1), 129-136.
- [48] Thomack, B. (2012). Time management for today's workplace demands. *Workplace Health & Safety*, 60(5), 201-203.
- [49] Tricarico, K. & Yendol-Hoppey, D. (2012). Teacher learning through self-regulation: An exploratory study of alternatively prepared teachers' ability to plan differentiated instruction in an urban elementary school. *Teacher Education Quarterly*, 39(1), 139-158.
- [50] Veeranaagoudra, S. (2011). *A study of job satisfaction of secondary school teachers in relation to personal effectiveness, teachers' attitude and organizational culture* (Doctoral dissertation, Karnatak University, India). Retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/96057>
- [51] Williams, B. (2015). Enhancing teaching relationships through therapeutic use of self. *The Journal of Mental Health Training, Education and Practice*, 10(1), 61-70.