Principle Centered Management and Multitasking Strategies In Fostering Organizational Effectiveness

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Abstract:

This investigation tried to find out the relationship of principle-centered management, multitasking strategies and organizational effectiveness among the public elementary teachers of San Francisco District, Division of San Pablo City. School based management and teachers' performance serve as to dependent variables of the study and were observed carefully as to its possible relationship with principle centered management and multitasking strategies.

The respondents of the study were one hundred eighty-six (186) teachers in San Francisco District for the school year 2021 – 2022 using a survey questionnaire through google forms as the main instrument in gathering the data. Simple descriptive statistics like frequency, percent, mean and standard deviation were used to describe the person – related factors and perceptions of the respondents while the Pearson – product – moment correlation coefficient was used to identify the relationship. Hypothesis was tested at 0.05 probability level.

Majority of the respondents are female, teaching 5 years and below, and having Teacher I positions. Most of the respondent graduated their Bachelor's degree with M.A. units.

Respondents perceived that principle centered management as highly practiced particularly personal vision, personal leadership, personal management, interpersonal leadership, emphatic communication, creative cooperation and balanced self-renewal.

Principle centered management; multitasking strategies; teachers' performance; organizational effectiveness

1. Introduction

The educational system in the Philippines is a well-organized bureaucracy that delivers both formal and non-formal education. Elementary, secondary, and tertiary education are the three academic levels of formal schooling.

The historical context is the greatest way to understand the general qualities and aims of education in every given civilization. Even in prehistoric times, man was adamant about acquiring the information and skills required for survival in a harsh environment. As his desires grew, he learned to adapt to his

surroundings and overcome the forces of nature to make them obey his commands. The quest for more knowledge in modern man has evolved beyond that of survival; now he seeks more wealth, power, and reputation.

According to Maloney (2019), organizational effectiveness is a term that gauges how effectively and completely a corporation accomplishes its objectives. A successful company functions like a well-engineered machine. Its moving elements work seamlessly to deliver the outcomes the company was after with the least amount of wastage of time or resources. Organizational effectiveness describes how an organization has attained full self-awareness thanks, in part, to leaders who are outlining ways to effectively carry out the goals they have set for their team members, management who is putting in place transparent decision-making and communication channels and engaged team members who are carefully chosen and fairly compensated—producing work that puts results first.

According to Covey (2011), it is the individual's character, not his personality, that must be fostered in order to attain long-term success. In his book The 7 Habits of Highly Effective People, he mentioned different principles that are practiced effectively by some individuals. He says that these principles are self-evident and remain in most religious, social, and ethical systems. They have a wide range of applications. One sees reality as it is when he values the right ideals.

Both personal and interpersonal effectiveness are emphasized in The 7 Habits of Highly Effective People, which takes a principle-centered approach. Rather than focusing on adjusting the outer manifestations of your behavior and attitudes, it attempts to change your inner core, character, and intentions. These principles enable an individual to go from a condition of reliance to independence, and eventually to interdependence. While society and most self-help books promote independence as the ultimate goal, Covey believes that interconnectedness produces the best results.

Doyle (2021) stressed that teachers who multitask well must be able to shift their focus effortlessly and completely from one activity to the next. Workers must be able to prioritize tasks and meet the most crucial and pressing requests first in order to succeed.

The duty of a teacher is never done. One is to create and disseminate instructional materials such as notes, tests, and assignments. Teachers also be in charge of class supervision to ensure that all students are studying in a safe and productive setting. Organizing materials and resources for lectures and presentations is also a must. Teachers also provide each learner with tailored instruction by fostering interactive learning. Educational activities and events must be planned and implemented. They must also maintain a clean and orderly classroom.

Designing must be done in such a way that each work is given sufficient time. Performing work should be given top importance. Sleep should be the second most important thing on a to-do list. Last but not least, there's a social life. Family and friends are part of social life.

2. Literature Review

Covey's principles are the foundational elements of character that underpin happiness and success. The 7 Habits of Highly Effective People is a book that promotes a principle-centered approach to

personal and interpersonal effectiveness. It focuses on adapting your inner core, character, and intentions rather than changing the external manifestations of your behavior and attitudes.

Principle centered management will guide people through the stages of reliance, independence, and interdependence. Interdependence is a more developed and sophisticated idea. It precludes the understanding that while people are independent being, working with others will yield better results than working alone. They must nurture these habits to reach this level of reliance.

The first three habits of highly effective people, according to Steven Covey (2011), are around moving from reliance to independence: be proactive, start with the end in mind, and prioritize.

Nawel (2022) asserts that the decision-making, problem-solving, communication effectiveness, collaborative learning, time management, creativity, critical thinking, health, and interpersonal efficacy are all related to principle-centered management.

The development of the seven habits frequently results in improved inner harmony and quality of life, which in turn promotes both personal and professional success. Additionally, fundamental leadership competencies and skills are developed through the use of principle-centered management techniques, which are necessary for effective project management. Therefore, it is advised that businesses take into account utilizing this personality development technique for improved project management performance (Thyen 2021).

The idea of interdependence is more sophisticated and mature. It excludes the understanding that, although you are an independent being, working with others will result in better outcomes than working alone. You must practice each of the seven principles to reach this level of interdependence (McFarlane 2020).

People will get boring and lose their usefulness if we don't take care of them. It is crucial that we comprehend the significance of self-renewal since it is a simple thing that can deliver the most beneficial benefits in this 21st century, which we can refer to as "work-life balance" or "work smarter, not harder" (Sroithong and Tantasanee, 2019).

According to research by Archer and Meyer, (2021) from the viewpoint of the student, teaching empathy has advantages. The results supported continuing to devote time and resources to teaching empathic communication skills in this situation. However, provisions for student assistance through additional talks, opportunities for reflection, and constructive criticism should be created in order to address the difficulties encountered in the clinical learning setting.

As stated by West (2019), sharpening the saw is the practice of taking good care of your body by eating well, exercising, and getting enough sleep. It's the practice of spending time with family and friends and learning in a variety of settings outside of the classroom. The practice involves devoting time to identifying worthwhile methods to assist others.

Lynch (2019) asserts that, if you let it, teaching might rank among the most labor-intensive professions. Finding ways to work more effectively rather than harder is the key. It entails consistently being as effective as you can. Find some lesson plans online and modify them to suit the

needs of the kids rather than attempting to be a wonderful teacher and create every lesson plan from scratch.

Predicting the phasic demands of a primary activity may be another strategy to lower the costs of multitasking, in addition to practicing performance in a multitasking environment. Consequently, sequential learning is a model that showed the adaptability of multitasking processes. (Pfeifer et al.2021)

Sequence retrieval did not reveal a performance-decreasing influence of the secondary task, which the authors attributed to the availability of an abstract representation of the sequence, which renders the primary task immune to dual-tasking interference. Röttger et al. (2021) looked into how interference with a secondary auditory-vocal task could impair learning in a visual-manual serial response time task.

Conflict between opposing response tendencies brought on by ambiguous targets is a particular multitasking setting where cognitive control mechanisms are involved in resolving any indiced reaction conflicts. Dignath et al. (2021) looked at the control mechanisms underlying the so-called congruence sequence effect, which manifests as a diminished congruency effect after exposure to an incongruent trial, in order to better understand cognitive control.

Multitasking has become a significant factor in job happiness. As a result, teachers might learn to multitask their daily tasks to improve their job happiness and performance. Findings may have policy implications for stakeholders such as the Ministry of Education and school administrators such as headmasters and principals in regards to teacher workload, allowing them to develop or plan better ways to apply multitasking in teachers' working environments, such as job training and development programs that could improve teachers' level of multitasking and job satisfaction (Jamian et. al 2020).

The effectiveness of pupils' learning is directly impacted by multitasking. Although it may be claimed that additional homework would make up for the detrimental effects we saw on immediate learning, as previously mentioned, this would only be true if multitasking activities did not have an influence on the quality of the personal notes required to accomplish so (Jamet, 2020).

With a better understanding of the factors and effects of multitasking on organizational and individual performance, work organization and management style may be adjusted to obtain optimal results, which is especially important given the changes in the modern workplace. It was proven that multitasking takes longer to complete activities and reduces originality, but not the accuracy of replies in easy tasks. (M. Marchewka, et. al. 2020).

As stated by Querido and Fernandes 2020, the demand for online education is inevitable in the modern world. But we must be mindful of the potential costs. Finding pedagogical (and technical) solutions that encourage students to concentrate on the primary activity while preventing damaging dispersions is essential when the teacher is not physically present, which by itself would limit multitasking behaviors.

According to Vasilev (2019), consuming media while studying should be minimized because multitasking reduces performance. Taking brief technology breaks during which you use the internet

and then restricting your use of it for the remainder of your study hour is one way to avoid the drawbacks of media multitasking. Other choices include refraining from using smartphones and other gadgets until the day's worth of studying is finished, or keeping them in public areas away from the study location.

Multitasking has detrimental impacts, but because people are unaware of these consequences, it is especially problematic. In general, interruptions and multitasking reduce our productivity. Try breaking up your day into half-hour chunks to stay focused while getting a lot done. Work on something new around every half an hour. Davis (2018)

Conceptual Framework

The study was anchored on Steven Covey's Principle Centered Management, which is founded on the notion of servant leadership. We may empower people by assisting them in realizing their potential by enabling them to look at the world through the lens of principles. This is crucial in education because if I have concentration and confidence in my leadership qualities, I can inspire people to reach their full potential, resulting in a rise in the company. He explains this principle in depth in his book Seven Habits of Highly Effective People.

There are different multitasking techniques. These will help using performing different tasks at a given time. Multitasking is inevitable in performing tasks associated in everyone's job. Udice (2019) and Indeed Editorial Team suggest the different techniques to be a better multitasker.
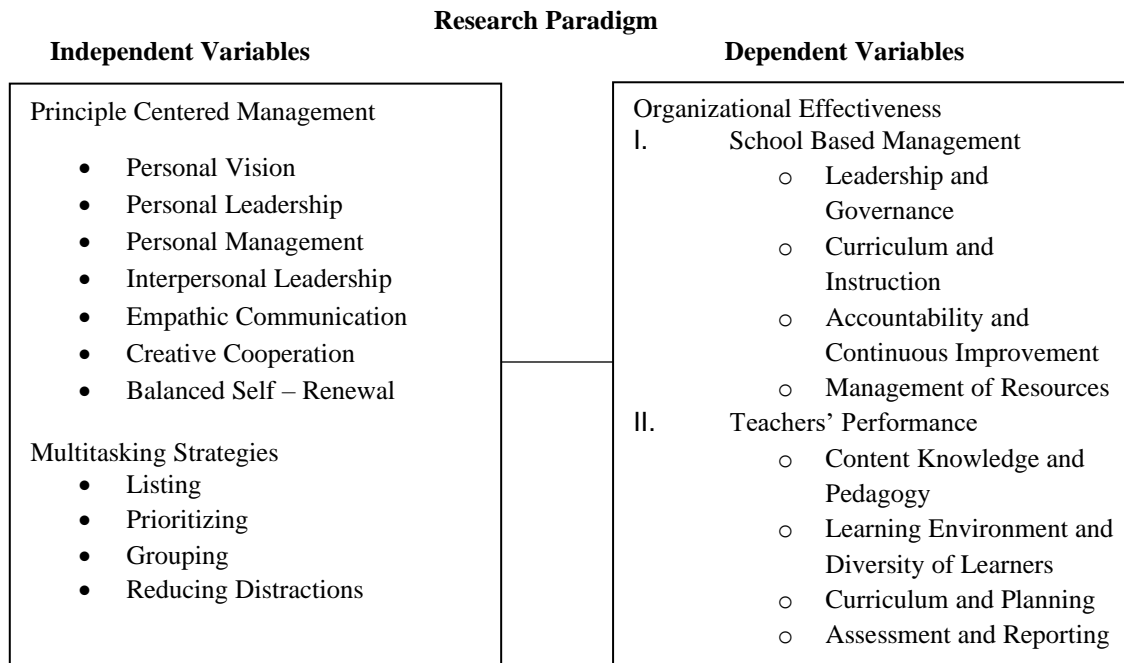
Research Paradigm

Independent Variables	Dependent Variables

Principle Centered Management
 	
• Personal Vision
• Personal Leadership
• Personal Management
• Interpersonal Leadership
• Empathic Communication
• Creative Cooperation
• Balanced Self – Renewal
 	
Multitasking Strategies
• Listing
• Prioritizing
• Grouping
• Reducing Distractions
	Organizational Effectiveness
	I. School Based Management
	    o Leadership and Governance
	    o Curriculum and Instruction
	    o Accountability and Continuous Improvement
	    o Management of Resources
	II. Teachers' Performance
	    o Content Knowledge and Pedagogy
	    o Learning Environment and Diversity of Learners
	    o Curriculum and Planning
	    o Assessment and Reporting

Figure 1. The Paradigm Showing the Independent and Dependent Variables of the study.

3. Hypotheses

Based on the above conceptual model the following hypotheses (H) has been formulated for this study.

1. There is no significant relationship between principle centered management fostering organizational effectiveness.
2. There is no significant relationship between multitasking strategies and fostering organizational effectiveness.

4. Research Methodology

The study used quantitative discipline design to determine the significant relationship of the independent variables and the dependent variables. Specifically, it employed correlational design on the principle centered management and multitasking strategies in fostering organizational effectiveness. Since the study principle centered management and multitasking strategies in fostering organizational effectiveness, the design was appropriate. The researcher involved 186 out of 228 public elementary school teachers from the eleven (11) schools of San Francisco District, Division of San Pablo City S.Y.2021-2022. The study was intended to involve the entire population, however, some of the respondents did not respond and some have other things to be done during the collection of data. To measure principle centered management, a survey questionnaire was used. Part 1 is all about principle centered management. It is composed of 35 items where items on personal vision, personal leadership, personal management, interpersonal leadership, emphatic communication, creative cooperation and balanced self-renewal. Part 2 is about the multitasking strategies will have 4 components with 5 statements each. Part 3 was about the school performance and uses adopted standards. It also contains the standards for the Individual Performance Commitment and Review Form (IPCRF) and School Based Management (SBM). Descriptively, in order to know principle centered management and multitasking strategies of teachers and their IPCRF rating, weighted mean of each table was computed and give verbal interpretation. Inferentially, to know the relationship between the time management and multitasking skills of teachers in the new normal, Pearson Product Moment Correlation was use at 0.05 level of significance.

5. Results

Table 1. Test of Correlation between Principle Centered Management Practice and Organizational Effectiveness as to SBM Level

Principle Centered Management	SBM Level				
	Leadership & Governance	Curriculum & Instruction	Accountability &Continuous Improvement	Management of Resources	Overall, School Based Mgt
Personal Vision	.467**	.441**	.435**	.437**	.471**
Personal Leadership	.533**	.515**	.532**	.497**	.549**
Personal Management	.494**	.450**	.477**	.478**	.503**
Interpersonal Leadership	.491**	.485**	.444**	.456**	.497**
Emphatic Communication	.383**	.384**	.330**	.348**	.382**
Creative Cooperation	.432**	.429**	.412**	.400**	.443**
Balanced Self-Renewal	.444**	.423**	.418**	.418**	.451**
Principled Centered Mgt	.535**	.516**	.503**	.500**	.544**

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r-values: $\pm$1.0 Perfect positive +/- association $\pm$0.8 to $\pm$1.0 Very strong +/- association $\pm$0.6 to $\pm$0.8 Strong +/- association $\pm$0.4 to $\pm$0.6 Moderate +/- association $\pm$0.2 to $\pm$0.4 Weak +/- association 0.0 to $\pm$0.2 Very weak +/- or no association

Table 1 depicts test of correlation between principle centered management practice and organizational effectiveness as to SBM Level. Findings revealed that all variables of principle centered management significantly correlate with school-based management variables. This result shows that as a teacher practices the principle centered management, this will help to improve the SBM level of the school as positive impacts will be achieved. Pearson correlation revealed a moderate association between variables except for emphatic communication which is weak. According to Covey (Hayat et al., 2015), power refers to a person's ability to affect the behavior of another person or group. Trust is the foundation of principle-centered management, yet it takes time to create. No matter how small or large the school, organization, or institution is, principle-centered management is essential. One must earn the respect and trust of the people they are in charge of. The findings revealed that notions of principle-centered management have a strong link to school-based management, such as classroom management by teachers. It could be the sole rationale for teachers' classroom performance and motivation, as well as how they demonstrate work engagement for the organization (Aliazas et al., 2021).

In contrast, Martin (2019) found that school objectives were only somewhat met, and that the operational parts of SBM were not properly applied by the school heads. The study's findings revealed that the implementation's strengths are divided into two distinct but dominant themes: the value of cooperation and motivation, and the value of collaboration and delegating. Similarly, the two significant breakdowns of the communal description in terms of implementation deficiencies include poor transparency enactment and a low value of support mechanism.

Table 2. Test of Correlation between Principle Centered Management Practice and Organizational Effectiveness as to Teachers Performance

Principle Centered Management	Teachers Performance						
	Content, Knowledge Pedagogy	Learning Environment	Curriculum & Planning	Assessment & Reporting	Plus, Factor	Teachers Performance	IPCRF 2021
Personal Vision	.343**	.293**	.291**	.315**	.297**	.327**	-
Personal Leadership	.399**	.382**	.363**	.413**	.363**	.408**	-
Personal Management	.387**	.441**	.389**	.392**	.385**	.424**	.176*
Interpersonal Leadership	.372**	.378**	.377**	.366**	.369**	.396**	-
Emphatic Communication	.273**	.270**	.302**	.290**	.254**	.296**	-
Creative Cooperation	.388**	.372**	.356**	.360**	.319**	.381**	-
Balanced Self-Renewal	.354**	.347**	.359**	.340**	.314**	.365**	-
Overall Principled Centered Mgt	.416**	.411**	.404**	.409**	.380**	.430**	-

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

Table 2 shows the results of a test of the relationship between principle-centered management and organizational effectiveness in terms of teacher performance. All variables of principle-centered management were found to have a substantial relationship with teacher performance. A weak to moderate relationship between variables was discovered using Pearson correlation. A teacher is a fully certified professional with dignity and strong moral ideals, according to the Code of Ethics for Professional Teachers. According to Tibu and Horga (2018), the teacher is the focal point of any country's educational system and the pivot around which all educational goals are achieved. As a result, teachers' duties are critical, and their integrity must be addressed in order to improve the teaching and learning process (Alquizar, 2018). As a stakeholder, the teacher is expected to have the professional knowledge necessary to guide the students in instruction.

Burgos & Meer (2021) found that teachers' assessments of the individual, school, learners, and community have the greatest impact on the IPCRF. As dimensions of work satisfaction, there is a high level of satisfaction with security, work environment, job responsibilities, and community affiliations links. Teachers with higher qualifications, as measured by their own degree scores, are more likely to leave the classroom (Fackler & Malmberg, 2016). Teachers who focus more on becoming good teachers by assessing the test score gains of their classroom students, on the other hand, are less likely to lose their jobs. According to the study by Werang et al. (2017), a teacher's organizational commitment displays a multidimensional psychological attachment to the school to which he or she belongs. Teachers' positive and affective attachment to a particular school is defined as teacher organizational commitment.

Overall, the findings might be examined further to uncover critical predictors of teacher performance. Its implications lay the groundwork for district school system systematic administration based on principles to accommodate and stimulate innovation in order to improve district school performance.

Table 3. Test of Correlation between Multitasking Strategies and Organizational Effectiveness as to SBM Level

Multitasking Strategies	SBM Level				
	Leadership & Governance	Curriculum & Instruction	Accountability &Continuous Improvement	Management of Resources	Overall School Based Mgt
Listing	.499**	.444**	.494**	.449**	.499**
Prioritization	.560**	.536**	.569**	.539**	.583**
Grouping	.520**	.494**	.540**	.526**	.550**
Reducing Distractions	.476**	.453**	.493**	.487**	.505**
Overall Multi-Tasking Strategies	.546**	.511**	.556**	.531**	.567**

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

Table 3 shows the results of a test of the relationship between multitasking techniques and organizational effectiveness at the SBM level. All parameters of principle-centered management significantly correlated with school-based management variables, according to the findings. The Pearson correlation found that the variables had a moderate relationship. One of the most important aspects of a professional teacher is having proper academic knowledge and presenting concepts effectively (Iannucci et al., 2021). We may encounter a variety of methods for teaching or presenting concepts in the classroom, but proper illustrations and supported teaching aids can help us choose the method that is basic but effective in terms of clarity and long-term recall. According to statistics, on any given day, an average teacher makes more than one thousand decisions directly relevant to education (Kraft, 2020). This translates to four decisions every minute. To some extent, teachers multitask. There's nothing more dangerous than that. However, because the stakes are so great, the risk also rises. And no stakes are higher than the future of a generation of pupils riding on a teacher's efficiency and ability to multitask.

SBM is implemented according to DepEd guidelines, according to Kadtong et al. (2016). In terms of SBM implementation in its five dimensions, research suggests that schools observed and implemented the five dimensions of SBM frequently. To guarantee that the school works successfully and efficiently, school leaders must improve their leadership skills. They must know how to obtain cash for budgetary demands from a number of sources in order to provide teaching and learning resources. To encourage more participation and cooperation from their respective stakeholders, schools must improve their communication protocols. School transparency must also be improved, and stakeholders must be given more opportunities to participate in and influence school decisions. Finally, the SBM must be maintained as a program to enhance school operations, with the SBM aspects closely adhered to in order to improve school performance metrics.

Table 4. Test of Correlation between Multitasking Techniques and Organizational Effectiveness as to Teachers Performance

Multitasking Strategies	Teachers Performance						
	Content, Knowledge Pedagogy	Learning Environment	Curriculum & Planning	Assessment & Reporting	Plus, Factor	Teachers Performance	IPCRF 2021
Listing	.504**	.482**	.475**	.463**	.389**	.492**	-
Prioritization	.532**	.560**	.491**	.549**	.502**	.560**	-
Grouping	.563**	.549**	.517**	.536**	.532**	.573**	-
Reducing Distractions	.518**	.543**	.484**	.483**	.444**	.526**	-
Overall Multi-Tasking Strategies	.563**	.566**	.523**	.539**	.495**	.571**	-

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).
Verbal Interpretation of r-values: ± 1.0 Perfect positive +/- association ± 0.8 to ± 1.0 Very strong +/- association ± 0.6 to ± 0.8 Strong +/- association ± 0.4 to ± 0.6 Moderate +/- association ± 0.2 to ± 0.4 Weak +/- association 0.0 to ± 0.2 Very weak +/- or no association

Table 4 shows the results of a test of the relationship between multitasking techniques and organizational effectiveness at the teachers' performance. All parameters of principle-centered management significantly correlated with teachers' variables, according to the findings. Moderate association was seen among variables. However, IPCRF show no significant relationship with multitasking strategies.

One of the primary techniques implemented by the Philippines, according to Bucud (2018), was the adoption of School Based Management (SBM). One of the primary reform thrusts of the Basic Education Sector Reform Agenda (BESRA) was to address this. In the Philippines, SBM implementation includes, among other things, including the community in school management through the formation of a School Governing Council. Although there have been numerous studies on the effects of delegation on community engagement around the world, there have been none on the implications of delegation on basic education governance in the Philippines. According to his research, in the Philippines, education decentralization offered the essential legislative structure and methods to foster community participation in a decentralized education management setting.

6. Findings of the Study

Based on the tabulated results, the following findings are thereby presented:
1. The teacher respondents perceive the principle centered management as highly practiced as personal vision, personal leadership, personal management, interpersonal leadership, emphatic communication, creative cooperation and balanced self-renewal.
2. The multitasking strategies of teachers in terms of listing, prioritization, grouping and reducing distractions are highly observed.
3. The school performance indicators show a positive result; having high promotion and graduation

rates and on the other hand low failure and repetition. Dropout rate is slightly high. These results indicates that a school's programs are effective.

4. Principle centered management practices is significantly related to the organizational success as to school performance, school-based management and teachers' performance.
5. Multitasking strategies is significantly related to organizational effectiveness.

7. Conclusions

Based on the findings of the study, the following are concluded:

1. There is sufficient statistical evidence that shows relationship between principle centered management and multitasking strategies in fostering organizational effectiveness except teachers' performance as reflected in their IPCRF. Thus, the null hypothesis pointed in the study is partially sustained.
2. The study reveals that there is a significant relationship between multitasking strategies and teachers' effectiveness and school results. Thus, the null hypothesis is not supported.

8. Recommendations

Based on the above findings and conclusions, the following recommendations are given:

1. Since there are significant relations between principle centered management and fostering organizational effectiveness in terms of school performance, school-based management and teachers' performance, school heads may continue to foster harmony among the personnel of the school by giving recognition to teachers who show outstanding performance.
2. School heads and other officials may consider time allotment in giving tasks to teachers to accomplish a task. Since work overload is inevitable, time frame must be taken into consideration.
3. Future researchers may replicate the study or may conduct a similar study involving other schools considering school size, location and school-based management.
4. The result of this study may be utilized as relevant and reliable reference materials by future researchers in conducting similar and related research.

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