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## Research Article

### Time Management of Teachers and Its Relationship to Teaching Performance

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#### ABSTRACT

This was a descriptive-correlational applied research which determined and analyzed the time management strategies of public elementary teachers in a district. The time management strategies of the teachers were related to their teaching performance. There were 103 elementary teachers in a district as respondents of the study. Since all teachers in the district were included as respondents of the study, the complete enumeration technique was employed as sampling technique. A time management questionnaire was developed by the researcher based on the activities that teachers need to accomplish and distributed with the help of the principals. The teachers indicated how many hours they spent on a particular task on a 24-hour basis. Weighted mean was used in analyzing the data on time management and Pearson R for the relationship of the time management of teachers and their teaching performance. Findings revealed that teachers were mostly very satisfactory in rendering their work, classroom teaching got the greatest number of time allotment among the teachers, teachers' time management strategies ranged from using the internet for their needs in teaching to listing important tasks for the day to planning before classes start and working overtime at home to do tasks, work delegation was observed to be the least in their strategies to manage time. Furthermore, findings in this study showed that the teaching performance ratings of the teachers were not influenced by their time management strategies. It could be the tendency because most teachers had very satisfactory ratings. No one got satisfactory rating and only 12 were outstanding. If time management was not a factor, as the relationship test showed acceptance of null hypothesis, then the factor that determined or predicted teaching performance should be explored. The research then recommend that teachers should keep up with their positive teaching performance by giving the same passion and commitment towards work, they must continue giving most of their time in school to classroom instruction in order to produce pupils who are imbued with right values and knowledge

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and skills competence and they must embrace the challenge of the work responsibilities inherent to being a teacher. Teachers had practiced good time management because they allotted more time to classroom teaching and preparations to their core tasks as teachers. An action plan was developed to strengthen and sustain the time management strategies of teachers.

*Keywords:* Time Management, Performance Rating, Relationship, Time Management Strategies, Teaching Performance

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## Introduction

Time management is one of the most important aspect of classroom management. When teachers learn to take control of their time, they improve their ability to focus. With increased focus, comes enhanced efficiency, because they do not lose their momentum. They can start to breeze through tasks more quickly. No matter how time is sliced or divided, there are only 24 hours in a day. If teachers want to rise through the ranks, they have to acknowledge the importance of finding a way to manage this limited resource. Whether teachers rely on a time-chunking technique or discover the power of list-making, they will soon find that a nice side benefit of good time management skills is the ability to make better decisions.

When teachers feel pressed for time and have to make a decision, they are more likely to jump to conclusions without fully considering every option. That leads to poor decision-making. Through effective time management, they can eliminate the pressure that comes from feeling like they had enough time. They will start to feel calmer and in control. When the time comes to examine options and make a decision, instead of rushing through the process, they can take time to carefully consider each option. When they are able to do that, they diminish the chances of making a bad decision.

Moreover, time management is a key to student success in the classroom. Teachers who know how to manage time well are able to maximize activities which are significant in developing their academic and life skills.

This study then is proposed since everybody knows how teachers are loaded with work in school and how they are pressed of time to accomplish papers or reports on or

before the deadline. The findings of the study will help teachers manage their time well and thus, will enable maximum time for student development.

## Literature Review

Learners have the right to quality education. This is enshrined in Republic No. 9155, entitled, "Governance of Basic Education Act of 2001." Under Section 2, it is clearly stated that the State has the responsibility of protecting and promoting the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level. Further, it states that the goal of basic education is to provide Filipino children with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens ( Gazette, 2001).

In support to the mandate for schools to deliver quality education, the Department of Education instituted ways that will support teachers, being the direct source of knowledge, skills and attitude to impart to the learners. DepED continues to institutionalize programs, projects and activities that will ensure support to the welfare of the learners.

Working as a teacher requires excellent time management skills. Teachers need to balance the long-term goals of the classroom, the immediate educational needs of the students and the large volume of paperwork that comes with every assignment. Between writing lesson plans, grading exams and actually teaching, teachers often feel that it is impossible to fit everything into the allotted time frame (Concordia University, 2013).

Although the career path seems to have too much work for the number of hours in a day, it is possible to manage the situation and clear extra time in the classroom and outside of class. With effective time management skills, teachers can increase their productivity and provide a better education for their students.

Time management refers to using time effectively and productively. A synonym for efficiency, good time management makes it possible for one to make the most out of every minute (Bruner, 2019). Time management is very much needed by teachers who have piles of work load aside from classroom teaching. Teachers need to manage their time wisely in order to achieve success and positive outcomes on learner performance.

Time management is very important and it may actually affect individual's overall performance and achievements. However, all of these are related by how individuals manage their time to suit their daily living or to make it flow steadily with their routines. Conducive settings and environment will surely promote positive outcomes to the students, besides having good lectures given by their teachers. Nevertheless, students' time management can be considered as one of the aspects that can move a student to be a good student. A good time management is vital for students to shine.

However, some of the students do not have a good time management skill that has negatively affect their life and their academics. The usage of time by students in higher education institutions is related to their daily routines and activities. Students' time management can also affect stress level of students as they need to cope with their tasks and their personal achievements.

In this regard, a study was conducted by (Nasrullah & Kahn, 2015) which analyzes how effectively they are managing their time for achieving their academic standards. It was found that an association existed between time management practices, academic achievements and stress reduction as the research study demonstrated that an association exists between anxiety lessening, practices of time management and higher academic success. Moreover, there is an association between time management abilities and educational

outcomes. Giving time to studies outside the class or at home have some positive impacts on the studies and spending more time working have some negative impacts on the outputs of students.

Among teachers, (Kahn et al., 2016) studies the relationship of teachers' time management techniques and their class performance were measured. A positive relationship between teachers' time management techniques and their class performance was found. The study also inferred that teachers' lesson planning technique were very effective for their class performance due to affective time management. It was recommended that time management skills may be included in teacher training programs to improve teachers' managerial and administrative activities.

Similarly, a study was carried out by (Kayode & Ayodele, 2015). They examined the impact of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. The findings revealed that there was a significant relationship between teachers' time management and students' academic performance. The level of teachers' time management and academic performance was moderate. It was therefore recommended that teachers should improve upon their time management, especially by being more conscious about how to control their time.

(Likewise et al., 2016), explored and investigated the importance and determined the impact of Time Management in the professional life of teachers and the performance of the students of Primary schools in the districts of Hyderabad. The study concluded that the Public Primary School Teachers were not aware about the good system of planning of their lessons / lectures and they had no environment to learn from their senior colleagues. Some other factors also negatively affected the performance of the teachers, i.e. mismanagement of heads of schools, improper time management, lack of training, but on the other side, private primary school teachers did good planning in advance due to good administrative system and accent ability teacher. Trainings can bring positive change in the attitude and behavior of teachers to maintain and manage their time skills. The

training programs on time management and outcomes with respect to the effectiveness of time management training were found effective and after their continuous evaluation, it was also found that the participants remained engaged in time management behaviors more frequently after attending training program.

Additionally, (Razali et al., 2018) determined the relationship between the time management and academic achievement of the students. The factor analysis result showed three main factors associated with time management which can be classified as time planning, time attitudes and time wasting. The result also indicated that gender and races of students showed no significant differences in time management behaviors. While year of study and faculty of students revealed the significant differences in the time management behaviors. Meanwhile, all the time management behaviors are significantly positively related to academic achievement of students although the relationship is weak. Time planning was the most significant correlated predictor.

In the Philippines, (Laguador & Ageda, 2013) determined the personal profile of the faculty members of Maritime and Engineering faculty members of Lyceum of the Philippines University (LPU) – Batangas City in terms of age, gender, civil status, mode of residence, place of residence, average teaching load in a year, number of teaching load preparation, length of teaching experience; and educational attainment. The primary variables used were the teaching performance of the faculty-respondents; time management practices of the faculty members in terms of their work time inside the classroom and campus; outside work time periods in terms of their personal schedule related and not related to work. The descriptive type of research was utilized in the study and survey questionnaire was used as the data gathering instrument. Maritime and Engineering obtained considerable high overall teaching performance. They have high level of time management practices inside and outside the classroom. Maritime faculty members have very high level in time management not related to work while Engineering faculty members have moderate level in personal schedule not

related to work. Students' evaluation, department heads evaluation and observation, self-evaluation as well as the over-all performance of the faculties were affected by age, gender, civil status, employment status, and teaching load.

Some strategies were suggested to manage time. The (Concordia University, 2019) presented five strategies that teachers can use to manage time. First is organizing day by day activities. Accordingly, teacher time management must start with setting priorities and organizing the day around the most important tasks. Setting priorities can help keep teachers on track throughout the day, even when the unexpected occurs and the workload can seem overwhelming. Effective prioritizing is about arranging workload based on both the importance of the tasks as well the resulting impact of the completed tasks. Teachers must be able to assess whether projects can be put on hold if the outcomes are not as impactful as others.

Second, is strategically planning homework. Both teachers and students may find that assignments that require repetitive practice is better suited for the home environment. Although in-class practice helps when framing and structuring problems, repetitive practice during class may not be the best use of time. Assignments that simply ask students to complete a set number of problems for practice unnecessarily consume valuable class time.

Third is avoiding loaded procrastination. Teachers should avoid piling on loads of grading assignments and try to knock out batches at a time. A small pile each day is easier to manage and allows a teacher to properly evaluate the assignment and offer feedback to students. Teachers can experience a sense of accomplishment from each completed batch.

Fourth is planning for potential success. Teachers should know that it is better to plan ahead for potential problems before facing them in the classroom, as urgent crises can distract teachers from their goals within the classroom. Although some problems have limited options, such as natural disasters, teachers can plan around the needs of students. A crisis that relates to student behavior is better to avoid or

handle before it reaches the peak to avoid wasting class time. By learning about students before they enter the classroom, teachers can create a plan of action to avoid triggers and stop distractions early.

Fifth, is setting aside personal time. A teacher has many tasks that require attention and often focuses on the needs of students and their parents. Although it is tempting to put more time into grading, feedback and managing student needs, it is also important to set aside personal time to keep the priorities in proper perspective. Prioritizing time for personal needs is necessary to effectively implement and execute the plans for educating students. When teachers are exhausted due to lack of personal care and time, it is possible that the classroom becomes less effective and efficient. Implementing time-saving plans only works when a teacher is energetic, healthy and refreshed.

Aside from the five strategies discussed, (Chong, 2019) also offered ten strategies to manage time. These are setting clear goals, planning time, learning to say “no,” being smart about lesson planning, being smart about marking, being smart with technology use, eliminating time wasters, applying the two-minute rule (“if it takes less than two minutes to complete, then get it done now. It would take more than two minutes if one would come back to do it later), practicing being mindful of what one is doing and enjoying doing it and allocating time for oneself.

(Cox, 2019), also suggested ways of managing time. She stated that teachers may use asking for help from social media or the internet; prioritizing work; giving homework; organizing everything; planning for transition times; maximizing lesson plans; pulling out all materials needed for a lesson the day before and keep them together in a tote; making transparencies for all directions to activities; assigning a student assistant to help pass out papers and materials; placing all materials that need to go to the office in one container so you only make one trip; using apps to help grading go faster; creating a bulletin board for roll call and lunch count that students can complete themselves; and dividing paperwork into categories.

Moreover, (Holland et al., 2018) suggested ways to manage time. In planning, teachers may create a planning routine and structure that works for them and the students. They can use a specific planning process, such as “Understanding by Design,” to ensure that lessons are aligned to the standards and include only what is meaningful and purposeful. Teachers can also create an organization system for keeping track of their lessons, where they had been, and where they are going. Websites and apps (e.g. Pinterest, Teacher Plan) also allow them to visually see lessons and map out their lesson plans. They can also pull out materials that they need for the next day’s lessons before they go home for the day. Or, organize the weeks’ materials in different totes so that all they need is to pull out what are needed when they are ready.

On grading, teachers should remember that not every activity is an assessment and in need of grading. Some activities serve only as tools to help students learn or solidify concepts. Use a variety of assessments in the classroom including those that do not require paper and pencil, such as dialogue or online tools. Quickly scan and check for understanding on formative work in the classroom. Use a simple mark (check, smiley face, etc.) to show status of “grade” or progress.

In communication, teachers may create a monthly calendar for parent communication. On a blank calendar form, write the names of students, placing one or two per day. Each month use the schedule to send a short note home, make a phone call, or email parents to keep them updated on how their student is doing in class. Teachers may resist the urge to check email throughout the day. Instead, check 2-3 times per day (before school, during lunch/planning, and after school). During those checks, scan for critical issues and address as needed. Select one time during your day to respond to other requests. They can work with their team to upload important information on Google Docs so that necessary forms are located in one place and are accessible to all. Teachers must also organize. They can designate areas in their room for specific items such as completed student work, work for absent students, papers to be used each day, papers

that need copied, items needing lamination and others.

Time management saves resources, space and conflict resolutions in use of scarce resources, enabling the administrators to solving school pressing needs. Time table schedule is the instrument in achieving complete execution of school activities without conflicts among staff and students by the administrator. Classrooms are assigned particular subjects and teachers in given periods and duty roles

are assigned to different teachers to perform respectively and periods assigned to other extracurricular activities like sports, labor, prep, devotion, debate and other social gatherings all require effective time management process (Ugwulashi, 2013).

### ***Conceptual framework***

The study analyzed the time management of teachers and its relationship to teaching performance in Victoria East District teachers.

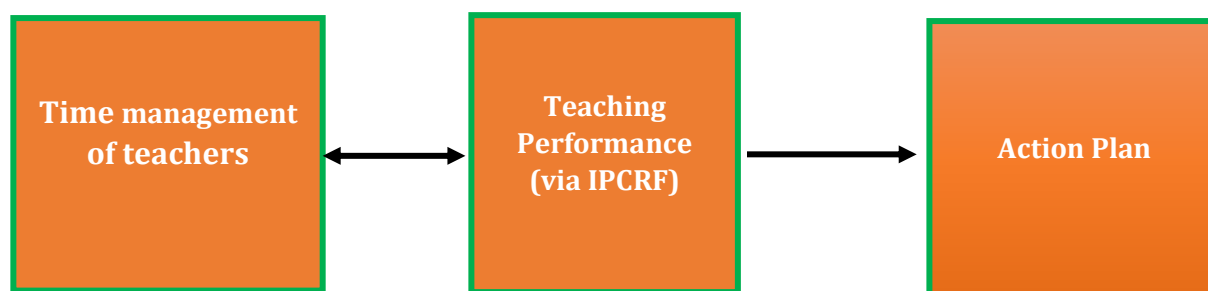


Figure 1. Paradigm of the Study

Figure 1 captures the framework of the study. As seen, one of the objectives of the study is to analyze the time management of teachers and relate it with their teaching performance evaluation based on IPCRF. An Action plan was developed based on the study findings.

### ***Research questions***

The study looked into the time management of the teachers in Victoria East District. This found answers to the following problems:

1. How may the teachers' be described in terms of:
  - 1.1. teaching performance and
  - 1.2. time management in terms of time spent in doing school work?
2. Is there a significant relationship between the time management and their teaching performance?
3. What action plan is developed to enhance the time management strategies of the teachers?

### ***Hypothesis***

There is no significant relationship between the time management of the teachers and their teaching performance.

### ***Significance of the study***

Time management is a critical component in teaching effectiveness. Teachers must use time management strategies in order to accomplish their job expectations and result to good performance-for them and for the learners.

Along this context, the study is significant as the findings will directly provide insights for teachers on how they can manage their time effectively. The action plan to be developed can help them manage time wisely so they can perform all the roles and responsibilities expected from them.

In addition, the study is deemed important to the teachers' supervisors. A teacher who knows how to manage time will need less supervision and mentoring. This will also save time for their supervisors. Supervisors can spend longer time to more important supervisory work other than assisting teachers in the classroom.

Moreover, the study will benefit the learners. Teachers with good time management will be able to meet the learning needs of all the learners. Considering the occurrence of diversity, more time is needed for differentiated teaching and if teachers are able to effectively

save time on less priority activities, they can spend more time with the learners.

The study will also be beneficial to other researchers whose research interests are on time management of teachers. The findings of the study may be an addition to their related study discussions.

### **Scope and limitations**

This study is further delimited in determining and analyzing the time management strategies of public elementary teachers in Victoria East District. The time management strategies of the teachers were related to their teaching performance.

Data were gathered using a questionnaire which were fielded to 103 public elementary school teachers in Victoria East District who were employed in SY 2019-2020. The researcher personally distributed and retrieved the questionnaires.

### **Methodology**

This study employed a quantitative research design. Quantitative research design is aimed at discovering how many people think, act or feel in a specific way. The standard format in quantitative research design is for each respondent to be asked the same questions, which ensures that the entire data sample can be analyzed fairly. The type of research and the methods are discussed below.

### **Type of Research**

This is a descriptive-correlational applied research. The profile variables of the teacher respondents were related with their time management strategies.

### **Respondents**

The respondents of the study were 103 elementary teachers in Victoria East District employed as of SY 2019-2020.

### **Sampling method**

Since all teachers in the district were included as respondents of the study, the complete enumeration technique was employed as sampling technique.

### **Sources of data**

Interviews were also conducted. The purpose of the interview was to clarify respondents' answer in the questionnaire. Teaching performance evaluation of the respondents were requested from the school heads.

### **Instruments**

A time management questionnaire was developed by the researcher based on the activities that teachers need to accomplish. The teachers indicated how many hours they spent on a particular task on a 24-hour basis.

### **Validation of instrument**

The questionnaire was validated by three experts. One a Master teacher the other one is Principal II and the third validator is a District Supervisor. The experts were provided with a rubric to evaluate the content of the questionnaire. The mean of the ratings is 4.65, indicating an excellent evaluation. The rating indicates that the content of the questionnaire is appropriate to elicit answers from the respondents.

### **Data collection procedure**

The researcher asked permission from the DepED authorities to conduct the study. Upon approval, the researcher made a courtesy call to the respective principals of the teachers for scheduling of data gathering.

The researcher administered the questionnaire, with the help of the principals. For anonymity, the questionnaire was sealed in individual envelopes without names. The respondents sealed the questionnaires again during retrieval. The researcher distributed questionnaire on a Friday to allow the teachers enough time to answer during the weekends. The following Monday, the researcher retrieved the questionnaires. Data gathering was conducted in a month's time.

Data were tabulated and subjected to statistical analysis with the help of a statistician. Data were presented in tables and interpreted.

### **Ethical considerations**

To ensure protection of rights of the respondents, the researcher asked them to accomplish informed consent. The researcher assured the respondents that their identity will

not be divulged and the school where they are teaching will not be mentioned in the paper. Their names were not also be divulged in any part of the paper. Their answers to the questionnaire were presented and analyzed in summary.

Moreover, the researcher told the respondents that in the event they will feel uncomfortable in answering the questionnaire, they can withdraw anytime without any pressure from the researcher.

**Data analysis**

The performance of the teachers has the following interpretation:

| Range       | Verbal Interpretation |
|-------------|-----------------------|
| 4.500-5.000 | Outstanding           |
| 3.500-4.499 | Very satisfactory     |
| 2.500-3.499 | Satisfactory          |
| 1.500-2.499 | Unsatisfactory        |

The data on time management of the teachers were analyzed using the weighted mean was used.

The formula according to Altares (2004) is:

$$WM = \frac{TWf}{N}$$

Where:

WM: weighted mean

TWf: total weighted frequency; sum of weighted frequency

N: total number of respondents

In this study, a five- point scale was used by the researcher to describe time management:

| Index | Number of hours spent     |
|-------|---------------------------|
| 5-    | More than six hours a day |
| 4-    | Five to six hours a day   |
| 3-    | Three to Four hours a day |

- 2- One to two hours a day
- 1- Less than an hour a day
- 0- Not applicable

For the relationship of the time management of teachers and their teaching performance, the Pearson R was used.

Correlation Coefficient

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Correlation coefficient or Pearson r is a number from -1 to 1, or any number in-between. If two data sets move in lock step in the same direction and by the same amount, they have a correlation coefficient of 1. If they move by the exact same amount but in the opposite direction, the number would be -1. If the two sets of data seem to have no relationship at all, they have a correlation of 0. Values are interpreted using the following guides:

- Exactly -1. A perfect downhill (negative) linear relationship
- -0.70. A strong downhill (negative) linear relationship
- -0.50. A moderate downhill (negative) relationship
- -0.30. A weak downhill (negative) linear relationship
- 0. No linear relationship
- +0.30. A weak uphill (positive) linear relationship
- +0.50. A moderate uphill (positive) relationship
- +0.70. A strong uphill (positive) linear relationship
- Exactly +1. A perfect uphill (positive) linear relationship

**Time Table / Gantt Chart**

| Activity                     | Schedule |   |   |   |         |   |   |   |         |   |   |   |  |
|------------------------------|----------|---|---|---|---------|---|---|---|---------|---|---|---|--|
|                              | Month 1  |   |   |   | Month 2 |   |   |   | Month 3 |   |   |   |  |
|                              | 1        | 2 | 3 | 4 | 1       | 2 | 3 | 4 | 1       | 2 | 3 | 4 |  |
| Seek approval of proposal    |          |   |   |   |         |   |   |   |         |   |   |   |  |
| Courtesy call to principals. |          |   |   |   |         |   |   |   |         |   |   |   |  |





**Time management in terms of time spent in doing a particular task**

The time management of the teachers in terms of how many hours they allotted their time attending to their varied roles in school,

was determined in this study and data are shown in Table 2. Time management refers to the number of hours spent by the teachers in doing their multiple roles in a day.

Table 2. Time Management of the Teachers

| Indicators                                  | Weighted Mean | Verbal Description      |
|---|---------------|-------------------------|
| Classroom actual teaching                   | 4.49          | 5-6 hours a day         |
| Attending to family matters                 | 2.81          | 3-4 hours a day         |
| Developing instructional materials          | 2.57          | 3-4 hours a day         |
| Attending seminars                          | 2.50          | 3-4 hours a day         |
| Preparing lesson plan                       | 2.21          | 1-2 hours a day         |
| Developing assessment tools                 | 2.06          | 1-2 hours a day         |
| Coaching/training students                  | 1.86          | 1-2 hours a day         |
| Accomplishing forms                         | 1.77          | 1-2 hours a day         |
| Rest and travel                             | 1.76          | 1-2 hours a day         |
| Meeting with parents                        | 1.33          | Less than an hour a day |
| Physical Development/cleaning of classrooms | 1.32          | Less than an hour a day |
| Meeting with superior                       | 1.16          | Less than an hour a day |
| Counseling students                         | 1.16          | Less than an hour a day |
| Doing assignment for graduate school        | 0.88          | Less than an hour a day |

Legend:

- 5- More than six hours a day
- 4- Five to six hours a day
- 3- Three to Four hours a day
- 2- One to two hours a day
- 1- Less than an hour a day
- 0- Not applicable

Data in Table 2 shows that teachers spent five to six hours a day for actual classroom teaching (4.49). This shows that teachers had satisfied or completed the required number of hours to teach in a day. The six -hour work for teachers is in response to the concerns pertaining to the working hours of public-school teachers, the Department of Education (DepEd) clarified that teachers are not exempted from the eight-hour workday in government, as resolved in the Civil Service Commission (CSC) Resolution No. 080096 issued in 2008. Under the CSC Resolution, teachers are required to render six hours of actual classroom teaching per day within the school premises, while the remaining two hours may be utilized to doing teaching-related tasks outside the school premises (DepED, 2018).

On attending to family matters, teachers spent three to 4 hours (2.81). According to the

teachers, they almost spent the day hours in school during weekdays, they only got home past 5:00 P.M. to spend few hours at home before their children slept. Teachers claimed that they spent more time with teaching job than with families. In fact, usually, they spent outside official time in school for developing IMs or lesson plans (2.57). They expressed that they spent 3- 4 hours a day doing IMs or preparing materials they needed for the following teaching day.

In addition, teachers spent 3- 4hours attending seminars (2.50). According to the teachers, sometimes they were sent to attend seminars outside school or in school during the SLAC sessions. Other jobs of teachers were being coaches or trainers (1.86) to students selected for competitions or for special performances upon request by other agencies or schools.

Moreover, teachers spent 1-2 hours preparing their lessons (2.21). Teachers claimed that their time spent for making IMs was longer than developing lessons plans. Likewise, teachers spent 1 to 2 hours accomplishing forms (1.77). According to the teachers, doing forms take time from the expected work of the teachers, which is teaching and learning.

Teachers also claimed that they took rest and travel 1-2 hours a day (1.76) to energize themselves for a seemingly unending work in school and at home. According to teachers, they take a break for lunch. They make sure that they took a nap after quick eating of lunch meal.

However, teachers only spent less than an hour a day to interact or meet with parents (1.33). According to the teachers, parents who stay in school until the dismissal of their children just stayed outside until their children were out from their classrooms. They did not usually go to the teachers' room to ask the academic performance of their children.

Teachers also spent less than an hour a day for physical development or cleaning of classrooms (1.32). According to the teachers, pupils were usually assigned to clean rooms in a day, so they did not spend longer time for cleaning.

Teachers spent less than an hour to meet with their superiors (1.16) and counseling students (1.16). Doing assignment for graduate school was almost not applicable (0.88) since more teachers were not enrolled during the time of data collection.

Over-all, findings imply that teachers usually followed the six-hour contact with pupils and spent the remaining two hours to complete the eight-hour regular work hours a day were

spent in other jobs such as preparing lessons, IMs and others. Moreover, teachers claimed they spent beyond the eight hours a day requirement to qualify them for receipt of monthly salaries. The findings of the study were consistent with the clamor of teachers in a report by the Guardian (2018) that "Overwork and lack of support are driving teachers across England out of the profession much faster than they can be replaced. But schools facing cuts and rising costs can see no way of improving matters for their staff."

According to the Concordia University (2013), although the career path seems to have too much work for the number of hours in a day, it is possible to manage the situation and clear extra time in the classroom and outside of class. With effective time management skills, teachers can increase their productivity and provide a better education for their students.

Working as a teacher requires excellent time management skills. Teachers need to balance the long-term goals of the classroom, the immediate educational needs of the students and the large volume of paperwork that comes with every assignment. Between writing lesson plans, grading exams and actually teaching, teachers often feel that it is impossible to fit everything into the allotted time frame.

**Time management strategies**

Time management strategies refer to how teachers manage their time to attend to daily tasks in school. The time management strategies of the teachers were related to their teaching performance. The Data are shown in Table 3.

Table 3. Time Management Strategies of Teachers

| Time Management Strategies   | Weighted Mean | Verbal Description |
|--|---------------|--------------------|
| I use the internet or social media for things I need to research on.                   | 4.47          | Often              |
| I list the things I need to do and rank them according to urgency.                     | 4.07          | Often              |
| I plan long before start of classes.   | 3.95          | Often              |
| I work overtime to accomplish all tasks.   | 3.84          | Often              |
| I seek the help of my seniors or superiors for a task I have a difficulty in handling. | 3.79          | Often              |
| I have an organizer.   | 3.71          | Often              |

|   |      |           |
|---|------|-----------|
| I ask the help of parents on some work that they can do such as physical beautification and in accompanying pupils to trips outside school. | 3.69 | Often     |
| I delegate some work to my pupils.  | 3.41 | Sometimes |
| I give assignments to my pupils so I will not spend long time teaching them concepts in class.  | 2.92 | Sometimes |
| I have my spouse or somebody in my family to help me accomplish tasks.  | 2.75 | Sometimes |

Legend: 4.5-5.0- Always; 3.5-4.49-often; 2.5-3.49-Sometimes; 1.5-2.49-Seldom; 1.0-1.49- never

Teachers claimed that they often used the internet or social media for things they needed to research on (4.47). According to the teachers, they were thankful for the availability of IMs in the internet, which they were able to access when they needed some help.

Likewise, teachers often listed things they needed to do and ranked them according to urgency (4.07). Teachers claimed that they needed to accomplish many reports and paper work in a day, and listing them would help prevent overlapping of activities and missing important ones.

Additionally, teachers claimed they often planned before the classes start (3.95). Teachers expressed that working at home to prepare lessons and things needed in a day is inevitable for teachers. Most often, teachers sacrificed their time for personal things to finish work that cannot be done within eight hours. Sometimes, weekends were also spent in school to attend to pupils' needs.

Moreover, teachers often worked overtime to accomplish all tasks (3.84). According to the teachers, aside from having many work responsibilities in school, they have to bring home to finish work not done in school. They also sought help from their seniors or superiors for tasks they had difficulty in handling (3.79). Examples were invitations for speaking engagements; difficult parents; pupils who frequently bullied some of their classmates.

To help them overcome many works, teachers claimed to have their own organizers (3.71). They tried to document student activities to inspire them to work harder. They also often asked the help of parents on some work

that they can do such as physical beautification and in accompanying pupils to trips outside school (3.69). Usually, some parents helped during Brigada Eskwela and other programs of the school needing the assistance of the government authorities.

Sometimes, students delegated some work to their fellow students (3.41). When programs or meetings occur in school. The busyness of teachers takes away quality time spent for their children and other members of the family.

Furthermore, teachers claimed that sometimes they gave pupils assignments so they will not spend a long time reteaching old lesson (2.92). According to the teachers, giving pupils will train them to be responsible.

Lastly, teachers claimed they have their spouse or somebody in the family to help accomplish tasks (2.75). Teachers acknowledge the reality that because of their busy schedules, they needed to delegate what they could no longer handle.

Findings imply that even teachers have multi-roles in school. Along this thought, there were times that they could no longer squeeze any other activities. Schedules were not followed during the actual implementation of the plans.

Amidst the busyness of the teachers, they needed help of other school stakeholders to put things in order.

**Relationship of time management and performance of the teachers**

Using Pearson R, the time management strategies of the teachers were related to their teaching performance.

Table 4. Relationship of Time Management and Performance of the Teacher

| Indicator                  | Mean | Pearson R Value | Decision  | Interpretation  |
|----------------------------|------|-----------------|-----------|-----------------|
| Time allotment to tasks    | 1.99 | 0.0640          | Accept Ho | Not Significant |
| Time Management Strategies | 3.66 | -0.0023         | Accept Ho | Not Significant |

\*Critical Value of Pearson r at 0.05 level of significance is 0.195

\*Mean of Teaching Performance rating is 4.30 (Very satisfactory)

\*The X (Teaching performance rating) and Y (Time allotment to tasks and Time management variables) are shown in computations in Appendix D)

Table 4 shows the results of the computation of the Pearson R to relate the teaching performance of the teachers and their time management based on their time allotment to tasks and their strategies. It should be noted in Table 1 that the teaching performance rating average is 4.30, which is generally very satisfactory. This is variable X using the Pearson R formula. Variable Y consists of the time allotment to tasks and the time management strategies whose means are 1.99 and 3.66 respectively. Pearson R values reflected in Table 4 were lower than the critical value of 0.195. Hence, the null hypothesis is accepted. Teachers' teaching performance as reflected in Table 1, with a mean of 4.30, was not significantly related to their time management strategies.

The findings further imply that the teaching performance ratings of the teachers were not influenced by their time management strategies. It could be the tendency because most teachers had very satisfactory ratings. No one got satisfactory rating and only 12 were outstanding. The findings of the present study ran counter to the result of the study conducted by Khan et. al (2016) in India, where a positive relationship between teachers' time management techniques and their class performance was found. But the findings of a study in the Philippines by Laguador and Agena (2013), were consistent with the findings in this study. The cited study found high level of time management practices inside and outside the classroom of the teachers a school in Batangas but their time management practices were not significantly related to their work performance.

Based on the opposing results of cited studies and the present study, there is still a need to explore time management as a factor in work performance. Findings of the present study showed relatively high teaching performance

as no one got below very satisfactory rating. If time management was not a factor, as the relationship test showed acceptance of null hypothesis, then the factor that determined or predicted teaching performance should be explored.

### **Proposed action plan**

Findings of the study showed that generally, teachers had practiced good time management because they allotted more time to classroom teaching and preparations to their core tasks as teachers. The action plan proposed in this study will strengthen and sustain their time management strategies.

## **Strengthening and Sustaining Good Time Management Among Teachers (MG Olivo Model)**

### **I. Rationale**

Teachers have multi-roles. This is unavoidable and inherent in being a developer of individuals who will soon be the leaders of tomorrow. Having wide range of tasks, teachers must practice effective time management and sustain these practices throughout their teaching career. It is then imperative that teachers be provided with a guide that will help them walk their students towards a victorious journey of equipping and empowering of minds, skills and character that will lead towards meaningful and fruitful life.

### **II. Objectives**

#### **A. General Objective**

Guide teachers in strengthening and sustaining time management towards continuous success in teaching.

**B. Specific Objectives**

1. Assist teachers in prioritizing tasks and time allotment.
2. Assist teachers in effective work delegation.

Assist teachers in spending quality time with family and other personal commitments.

| Objective  | Strategies/ Activities  | Resources/Persons Involved  | Means of Verification/ Expected Outcome  |
|--|---|---|--|
| Assist teachers in prioritizing tasks and time allotment.                            | Seminar on <b>“Tasks Prioritization and Time Allotment Hacks”</b>         | Resource Speaker<br>Schools Heads<br>Teachers.<br>-8 hours<br>-Budget: 300 per teacher for food, kits and certificate | Attendance to the seminar<br>School heads and teachers have gained knowledge on prioritization of tasks and time allotment.                  |
| Assist teachers in effective work delegation.  | Seminar on <b>“The Art of Work Delegation in School-setting.”</b>         | Resource Speaker<br>Schools Heads<br>Teachers.<br>-8 hours<br>-Budget: 300 per teacher for food, kits and certificate | Attendance to the seminar<br>School heads and teachers have gained knowledge on delegation of tasks.   |
| Assist teachers in spending quality time with family and other personal commitments. | Seminar on: <b>“Maximizing time with family and personal commitments”</b> | Resource Speaker<br>Schools Heads<br>Teachers.<br>-8 hours<br>-Budget: 300 per teacher for food, kits and certificate | Attendance to the seminar<br>School heads and teachers have gained knowledge on spending quality time with friends and personal commitments. |

**Conclusions**

Based on the findings, the following conclusions are drawn:

1. Teachers were mostly very satisfactory in rendering their work.
2. Classroom teaching got the greatest number of time allotment among the teachers.
3. Teachers’ time management strategies ranged from using the internet for their needs in teaching to listing important tasks for the day to planning before classes start and working overtime at home to do tasks. Work delegation was observed to be the least in their strategies to manage time.
4. Time management did not influence teaching performance evaluation of teachers.

1. Teachers should keep up with their positive teaching performance by giving the same passion and commitment towards work.
2. Teachers must continue giving most of their time in school to classroom instruction in order to produce pupils who are imbued with right values and knowledge and skills competence.
3. Teachers must keep on with their versatility and flexibility. They must embrace the challenge of the work responsibilities inherent to being a teacher.

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**Recommendations**

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

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