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Research Article

Attitudes Towards Workload Vis-À-Vis Time Management Practices of Public Elementary School Teachers in District II-B Olongapo City

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ABSTRACT

This research investigated a total population of 135 elementary school teachers' attitudes toward workload vis-à-vis their level of time management practices in District IIB, Division of Olongapo City from January to March 2023. The researcher employed a descriptive correlational study using a questionnaire as its main instrument. The weighted mean, Analysis of Variance (ANOVA), and Pearson r Product Moment Correlation Coefficient were used to treat data gathered statistically. In general, the findings indicated a positive teacher's attitude towards workload. Also, results postulated neutral time management practices among teacher-respondents. Moreover, there is no significant variation in teachers' attitudes towards workload across schools. On the other hand, there is considerable variation in teachers' time management practices across schools. Lastly, there is a moderate and positive significant correlation between teachers' attitudes toward workload and time management practices. It is recommended that schools communicate effectively with teachers about workloads. Schools should ensure that the compensation is appropriate to the workload assigned. Schools are advised to provide opportunities for teachers' professional development. Also, schools should assess their leadership and organizational cultures to determine areas where improvement is needed. Schools should encourage teachers to reflect on their time management practices and offer them training and resources to enhance their skills. Lastly, future researchers should explore other variables affecting attitudes toward workload and time management practices, such as teacher support networks and work environments.

Keywords: *Attitudes towards workload and time management, District II-B, Elementary teachers, Instructional leadership, Olongapo City*

Introduction

Overall, teachers' status indicated that they are stressed out and overburdened with duties and responsibilities during this transitional

phase to a new educational standard. They are weighed down by the elevation of duties during the pandemic. In addition to their duties as

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teachers, they also have other obligations. Numerous school assignments are difficult, and similarly, difficult work is anticipated at home and with certain other important social obligations.

According to Dibbon (2021), this signaled the beginning of a new era for many teachers who would have to spend more time addressing social issues, managing attitudes toward workloads, practicing time management, learning new skills, and learning how to handle them in the classroom - even if it meant delaying the academic success of other students and lowering the quality of their work.

In addition, Beehr (2015) asserts that teacher workload-related occupational stress is an increasing cause of concern, as shown by the enormous body of research on the topic as well as the various programs and seminars created to assist teachers in managing the issue and reducing occupational stress. As teachers continue to work in the new normal of education, it is significant to discuss matters on time management, as stated by Haider (2019), time management may assist people in enhancing their performance, improving their learning skills, and achieving professional success, which is tantamount to delivering quality education. How workers see time is connected to public concerns such as family connections, gender duties, and workload, according to current sociologists (Altaf & Awan, 2014).

To safeguard teachers' physical and mental wellness, the Teachers' Dignity Coalition (TDC) and the Alliance of Concerned Teachers (ACT) in the Philippines produced detached declarations requesting that the Department of Education evaluate teacher workload. Additionally, ACT said that over time, the workload for teachers had grown burdensome and unpleasant (Hernando-Malipot 2018).

This research is predicated on the premise that changes influence teachers' attitudes regarding workload in regulations and standards and their time management practices. For instance, in District II-B, Division of Olongapo City, teachers have faced tremendous challenges and changes in workload due to sudden shifts to the new normal. Likewise, teachers' time management practices are also tested on

how compliant they could be with their attitudes toward workload.

This research aimed to examine the link between teachers' views regarding workload with their ability to manage their time effectively. Numerous studies on job stress and performance have been completed, but relatively little study has been published on time management and attitudes about workloads among elementary school teachers district-wide. The current study adds value to the literature on time management practices and attitudes toward workloads in the new normal of education based on a culture of excellence and quality education for all (Alay & Koçak, 2013).

Methods

Research Design

This study utilized a descriptive correlational design to correlate teachers' attitudes toward workloads and time management practices. Moreover, it tested the significant variations in teachers' attitudes toward workload and time management practices across schools. According to Worth (2016), a descriptive correlational research design is a suitable method for examining particular issues and serving as an introduction to larger quantitative studies just like in this study where as one hundred thirty-five (135) elementary teachers served as respondents.

According to Creswell (2013), correlational research designs are quantitative approaches that are used by researchers to describe and quantify the level of relationship between two or more variables or sets of scores. A method where subjects' scores on two variables are just measured, unaltered, to discover if there is a relationship. A correlational investigation looks into the connection between two or more immutable variables.

Respondents and Location

The study included one hundred thirty-five (135) elementary teachers from District II-B, Schools Division Office of Olongapo City. The respondents were selected using a universal sampling method to have more comprehensive coverage of the study. Table 1 below shows the frequency distribution of respondents.

Table 1. The participants of the study by School

Schools	Frequency	Percentage
Barretto I Elementary School	45	33.33
Barretto II Elementary School	25	18.52
Mabayuan Elementary School	40	29.63
Nellie E. Brown Elementary School	25	18.52
Total	135	100

This study was carried out in the Schools Division Office of Olongapo City. Twenty-eight (28) elementary schools, twelve (12) junior high schools, and six (6) senior high schools are being served by the Olongapo City Schools Division Office (SDO). Imelda P. Macaspac, PhD, Schools Division Superintendent, is the current leader, together with Dr. Maylene M. Minimo, CESE as the assistant schools division superintendent. On November 13, 2018, Olongapo City's SDO received ISO 9001:2015 certification. It is the first division to adopt the Department of Education Quality Policy, launched by DepEd Secretary Leonor Magtolis Briones, together with Members of the Executive Committee on Oct. 15, 2018. Specifically, this study will take place in District II-B, which consists of Barretto I Elementary School, Barretto II Elementary School, Mabayan Elementary School, and Nellie E. Brown Elementary School.

Instruments

The information came from the respondents' survey results that the proponent conducted via Google Forms. The survey questionnaire was divided into two sections. Part I included the respondents' attitudes towards workloads, which was adopted and modified from the research of Tancinco conducted in June 2016 entitled, "Status of Teachers'

Workload and Performance in State Universities of Eastern Visayas: Implications to Educational Management. The teachers' time management practices were covered in Part II. The questions were adopted and modified from ACT Advanced Corporate Training Sp. (2021) Mazowieckie, Poland. In addition, the researcher ensured that the meaning contained in the original instrument was retained through content validation by Master Teachers and School Heads. The researcher conducted the pilot testing of the questionnaire in an elementary school from another district (Appendix A). Next, the results of the pilot testing underwent Principal Component Analysis to test whether the items of the survey questionnaire load to their respective components (Appendix B). Moreover, Pearson r was utilized to determine the construct convergent validity of the items (Appendix C). Lastly, Cronbach's Alpha was used to test the internal consistency reliability of the items (Appendix D). [4].

Data Analysis

1. Weighted Mean. It was used to determine the attitude of teachers towards workload and level of time management. The interpretation of the mean for the items in the instrument for the attitude towards workload was based on the following scale:

For Attitude Towards Workload:

Scale	Responses	Qualitative Description
3.51 - 4.00	Strongly Agree	Very Positive
2.51 - 3.50	Agree	Positive
1.51 - 2.50	Disagree	Negative
1.00 - 1.50	Strongly Disagree	Very Negative

For Time Management Questionnaire:

Scale	Responses	Qualitative Description
2.34 – 3.00	Always	Positive
1.67 – 2.33	Sometimes	Neutral
0.00 – 1.66	Never	Negative

2. Pearson r Product Moment Correlation Coefficient (r). It was used to determine the correlation of the teachers' attitude towards workload vis-à-vis their level of time management practices.”

3. ANOVA. It was used to determine the significant variations in teachers' attitudes towards workload across schools and the significant variations in the level of time management practices of the teachers across schools.”

Result and Discussion

Teacher's Attitude Towards Workload

Table 2 shows the teacher’s attitude towards workload. An overall weighted mean of 2.51 indicated a positive teacher’s attitude towards workload.

A weighted mean of 2.89 indicates a positive attitude towards having an overload as long as they are properly given incentives. A weighted mean of 2.79 shows that teachers agree and have a positive attitude on knowing that workload means a lot of paperwork. A

positive attitude is also shown by a weighted mean of 2.73 signifying that teachers agree to perceive that workload makes them feel tensed, fatigued, and burned out. Moreover, a weighted mean of 2.65 shows that teachers agree that workload makes teachers ineffective in the classroom and interferes with some of their family duties and affairs. On the other hand, a weighted mean of 2.61 implies that teachers agree that workload makes them overlook some essential things related to their job and that workload robs their time to prepare teaching aids. Likewise, a weighted mean of 2.58 and 2.57 respectively shows that teachers agree that workload tempts teachers to let students copy something or give seatwork while they do other things, and that workload does not allow them to relax. It can also be gleaned from the table that teachers agree that workload hampers teachers from meeting deadlines and diminishes their time to supervise and advise students as denoted by a weighted mean of 2.56.

Table 2. Teacher's Attitude Towards Workload

N=135

Teacher's Attitude Towards Workload	Weighted Mean	Response	Qualitative Descriptor
1. My workload increases my income.	2.11	Disagree	Negative
2. My workload makes me ineffective in the classroom since I hardly have time to prepare for my lessons.	2.65	Agree	Positive
3. My workload makes me inefficient since I am overburdened.	2.55	Agree	Positive
4. My workload means a lot of paperwork.	2.79	Agree	Positive
5. My workload hampers me from meeting deadlines of passing/finishing requirements like grades, etc.	2.56	Agree	Positive
6. My workload makes me feel tensed, fatigued, and burned out.	2.73	Agree	Positive
7. My workload makes me overlook some essential things related to my job as a teacher.	2.61	Agree	Positive
8. My workload diminishes my time to supervise and advise my students.	2.56	Agree	Positive
9. My workload robs my time to prepare teaching aids.	2.61	Agree	Positive

Teacher's Attitude Towards Workload	Weighted Mean	Response	Qualitative Descriptor
10. My workload tempts me to let students copy something or give seatwork, while I do other things.	2.58	Agree	Positive
11. My workload makes me get angry easily.	2.39	Disagree	Negative
12. My workload makes my work haphazardly done.	2.36	Disagree	Negative
13. My workload diminishes my time for professional growth	2.33	Disagree	Negative
14. My workload diminishes my time for spiritual growth.	2.37	Disagree	Negative
15. My workload diminishes my time for cultivating deep relations with colleagues.	2.36	Disagree	Negative
16. My workload interferes with some of my family duties and affairs.	2.65	Agree	Positive
17. My workload does not allow me to relax.	2.57	Agree	Positive
18. It's okay to have overload as long as I am properly given incentives.	2.89	Agree	Positive
19. It's good that our school gives overload to teachers.	1.99	Disagree	Negative
20. My job performance rating is positively affected by my workload.	2.55	Agree	Positive
Overall Weighted Mean	2.51	Agree	Positive

A weighted mean of 2.55 shows that teachers agree that workload makes them inefficient, and their job performance rating is positively affected by workload. On the contrary, teachers disagree, which indicates negative attitudes toward having a workload that makes them angry, and makes them diminish their spiritual growth as implied by a weighted mean of 2.39 and 2.37 respectively. A weighted mean of 2.36 denotes that teachers disagree that workload makes their work haphazard and diminishes their time for cultivating deep relations with colleagues. Moreover, a weighted mean of 2.33 and 2.11 respectively means that teachers disagree that workload diminishes their professional growth and that workload increases their income. Finally, teachers also disagree that overloading teachers is good as implied by a weighted mean of 1.99.

Workload is described by Zhelthoukhova et al., (2012) as a situation at work that surpasses one's capacity and causes threats and feelings like concern, anxiety, annoyance, pressure, discontent, and burnout. Workload was defined by Allard et al., (2011) as the psychological and physiological expenditures experienced by an employee in doing a job to achieve the employer's criteria. These reactions may change a person's physical and mental condition as well as

their behavior. The workload of teachers is associated with emotional fatigue. Overworked teachers may experience negative emotions and health problems. On an emotional level, teachers' workload is related to their level of fatigue. An excessive workload can induce burnout, health problems, and negative feelings among teachers. In a book they co-authored in 2018, Maslach and Goldberg found that more than half of workers suffer high levels of stress and emotional exhaustion because of stress. Relationships, personal participation, a reduction in the workforce, professional advancement, and an understanding of burnout. According to Farber's idea of burnout, an employee would experience an increasing amount of emotional stress until they become disconnected and burned out as the ratio of customers to practitioners rises. Teachers who are mentally and physically worn out are frequently agitated, fearful, and furious. According to him, feeling burned out might result in less enthusiasm for lesson planning and less empathy for pupils. Because of the mental labor involved, when a teacher is sacrificed, the class too is sacrificed. If teachers continue to bear a typically high teaching load, no instruction can be sustained effectively over an extended length of time (Tancinco, 2016).

The education system in the Philippines is well aware of the willingness of teachers to handle additional responsibilities, provided they are compensated appropriately. These responsibilities may include coaching sports teams, advising extracurricular clubs, or serving as school administrators, in addition to their primary teaching duties. Despite the increased workload, many teachers are ready to take on these extra responsibilities as long as they receive adequate compensation for their time and effort. One of the primary reasons for this is the financial benefits that come with it. Teachers who take on additional roles or duties in the Philippines are often paid extra for their services, which can be particularly advantageous in regions where teacher salaries are relatively low. Apart from financial benefits, many teachers in the Philippines are motivated by a desire to help their students and contribute to their school community. They view coaching or advising extracurricular activities as a way to develop relationships with their students and improve their skills outside the classroom. According to a survey by the Department of Education, 64% of teachers reported taking on additional responsibilities to contribute to their school community (DepEd, 2018). While compensation is a crucial motivator, it is not the sole factor driving teachers to do extra work. Hence, schools and educational institutions must ensure that teachers are fairly compensated for their time and effort while assigning them additional responsibilities, considering their other motivations.

Teacher’s Time Management Practices

Table 3 shows the teacher’s time management practices. An overall weighted mean of

2.28 indicated a neutral teacher’s time management practices. This means that respondents have average time management practices, which implies that sometimes they have positive time management practices or sometimes negative.

Table 3 shows that teachers always do things in order of priority (WX = 2.53) and accomplish what needs to be done during the day (WX =2.49), which implies positive attitudes. A weighted mean of 2.47 and 2.42 implies positive attitudes and denotes that teachers always prepare daily or weekly to-do lists and spend enough time on work-related activities. Moreover, a weighted mean of 2.39 and 2.36 respectively implies a positive attitude and illustrates that teachers always try to do the most important tasks during the most energetic periods of the day and periodically re-assess activities with their goal. Teachers also show positive attitudes as implied by their response of always using time effectively, discontinuing any wasteful or unprofitable activities, and having a clear idea of what they need to accomplish (WX =2.35). In addition, a weighted mean of 2.33 and 2.30 means that teachers always get assignments done on time and sometimes their actions are determined primarily by them. Likewise, a weighted mean of 2.27 indicates a neutral attitude which shows that teachers sometimes prioritize lists in order of importance, not by urgency, and satisfied with the way they use time. A weighted mean of 2.24 and 2.21 respectively indicates a neutral attitude and implies that sometimes teachers judge themselves by the accomplishment of tasks, spend enough time planning, and prevent interruptions from distracting them from priority tasks.

Table 3. Teacher’s Time Management Practices

		N=135		
	Teacher’s Time Management Practices	Weighted Mean	Response	Qualitative Descriptor
1.	I do things in order of priority	2.53	Always	Positive
2.	I accomplish what needs to be done during the day	2.49	Always	Positive
3.	I always get assignments done on time	2.33	Always	Positive
4.	I feel I use my time effectively	2.35	Always	Positive
5.	I tackle difficult or unpleasant tasks without procrastinating	2.17	Sometimes	Neutral

Teacher's Time Management Practices	Weighted Mean	Response	Qualitative Descriptor
6. I force myself to make time for planning	2.17	Sometimes	Neutral
7. I spend enough time planning	2.21	Sometimes	Neutral
8. I prepare a daily or weekly "to-do" list	2.47	Always	Positive
9. I prioritize my list in order of importance, not urgency	2.27	Sometimes	Neutral
10. I can meet deadlines without rushing at the last minute	2.19	Sometimes	Neutral
11. I keep up-to-date on my reading and research assignments	2.10	Sometimes	Neutral
12. I prevent interruptions from distracting me from high-priority tasks	2.21	Sometimes	Neutral
13. I avoid spending too much time on trivial matters	2.19	Sometimes	Neutral
14. I spend enough time on work-related activities	2.42	Always	Positive
15. I plan time to relax and be with friends in my weekly schedule	2.13	Sometimes	Neutral
16. I have a weekly schedule on which I record fixed commitments such as work hours	2.16	Sometimes	Neutral
17. I try to do the most important tasks during my most energetic periods of the day	2.39	Always	Positive
18. I make constructive use of my commuting time	2.20	Sometimes	Neutral
19. I periodically re-assess my activities with my goals	2.36	Always	Positive
20. I have discontinued any wasteful or unprofitable activities or routines	2.35	Always	Positive
21. I screen and group my telephone calls to allow for control over telephone interruptions	2.11	Sometimes	Neutral
22. I judge myself by accomplishments of tasks rather than by the amount of activity	2.24	Sometimes	Neutral
23. My actions are determined primarily by me, not by circumstances or by other people's	2.30	Sometimes	Neutral
24. I have a clear idea of what I want to accomplish during the forthcoming quarter	2.35	Always	Positive
25. I am satisfied with the way I use my time	2.27	Sometimes	Neutral
Overall Weighted Mean	2.28	Sometimes	Neutral

Likewise, a weighted mean of 2.20 and 2.19 shows that teachers sometimes make constructive use of commuting time, meeting deadlines without rushing, and avoiding spending too much time on trivial matters. Moreover, a weighted mean of 2.17 and 2.16 indicates neutral attitudes as implied by the teacher's response that sometimes they tackle difficult or unpleasant tasks without procrastination, and they force themselves to make time for planning and have the weekly schedule on which they record fixed commitments. Teachers sometimes plan time to relax and be with

friends on a weekly schedule (WX =2.13) and screen and group telephone calls to allow for control over telephone interactions with a neutral attitude (WX =2.11). Teachers also sometimes keep up-to-date reading and research assignments with a neutral attitude as indicated by a weighted mean of 2.10.

Serrano (2015) asserts that the lack of discipline in the educational system is one of the factors contributing to teacher burnout. Effective application of discipline depends on the teacher's capacity to govern his classroom and manage time. According to Abeygunawardena

et al., (2019), innovative teaching methods and educational reform are essential for inspiring students to actively participate in the teaching-learning process and curtailing disruptive conduct. Additionally, based on studies done in the field, it was discovered that there is a correlation between student-teachers academic success and their time management abilities, with the highest academic achievement being achieved by student-teachers who are the best at managing their time (Demirtas & zer, 2017).

Additionally, according to Jex and Elacqua (2012), poor time management is associated with high levels of stress and anxiety. According to Syaifuddin (2016) analysis of the literature, good time management practices are associated with reduced stress levels and improved job performance. There is a strong correlation between time management abilities and performance (Orpen, 2014), and the respondents demonstrated time management behaviors after receiving time management training (Green & Skinner, 2015). Last but not least, Ahmad et al. (2012) noted that there is a strong correlation between time management and work performance, especially among teachers.

Being able to prioritize tasks is an essential skill for teachers because of the numerous responsibilities they have to juggle simultaneously. It is crucial for them to accomplish tasks in order of priority to avoid being overwhelmed with the amount of work and to meet

deadlines effectively. By prioritizing, teachers can focus on essential tasks, ensuring that they can provide quality instruction and support to their students. The first reason why prioritization is critical for teachers is that it allows them to manage their time effectively, helping them to avoid burnout, maintain a healthy work-life balance, and deliver quality instruction (NEA, 2020). Secondly, prioritization helps teachers to complete tasks efficiently, which reduces the risk of missing important responsibilities (Wang & Wang, 2017). Thirdly, prioritization enables teachers to provide better support to their students, ensuring that they have enough time for lesson planning, grading, and providing feedback (Dwyer & Hopwood, 2019). Fourthly, prioritization can help teachers avoid stress and burnout by managing their workload effectively (Wilkerson, 2016). Finally, prioritization helps teachers to become more organized and focused, allowing them to become more efficient and effective in their work. In conclusion, the ability to prioritize tasks is an essential skill for teachers to master as it enables them to manage their time effectively, deliver quality instruction and support to their students, reduce stress levels, maintain a healthy work-life balance, and become more organized and focused. By prioritizing tasks, teachers can meet deadlines, complete tasks efficiently, and deliver quality instruction to their students.

Variations in Teachers' Attitudes towards Workload across Schools

Table 4 below shows the result of the F-test on the variation in teachers' attitudes towards workload across schools.

Source of Variation	Across Schools				
	Sig. Level	F	Sig.	Decision	
Teacher's Attitude Towards Workload	0.10	0.943	0.422	Accept Ho	Not Significant

The result shows an F computed value of 0.943 with a significant value of 0.422 greater than the 0.10 level of significance indicating that the hypothesis that there is no significant variation in teachers' attitude towards workload across schools is accepted. Which may indicate that teachers' attitudes towards workload is not significantly different when they are grouped according to their designated schools. This could mean that respondents from differ-

ent schools have similar perceptions and experiences in terms of workloads as anchored to no compulsory assignments unrelated to teaching duties - Education Act of 1982 Magna Carta for Public School Teachers, which was subsequently also made applicable to faculty of private schools. Teacher's Duties normally include: 1. classroom teaching 2. co-curricular activities 3. research 4. community service Working Conditions."

The role of teachers in shaping students' academic and personal development is critical. However, the profession's demands can be overwhelming, resulting in teachers having different attitudes towards workload. Teachers' level of experience is one factor that affects their attitudes towards workload. Novice teachers are more likely to experience stress and burnout than their experienced counterparts, as they may lack the experience of managing multiple tasks effectively, leading to feelings of being overwhelmed. In contrast, experienced teachers tend to have more effective strategies for managing workload, resulting in a more positive attitude towards it (Ghanizadeh & Jahedizadeh, 2021). The workload itself is another factor that affects teachers' attitudes towards it. A workload that is too much can lead to burnout and frustration, resulting in a negative attitude towards the job.

On the other hand, a manageable and balanced workload can lead to a more positive attitude. A study by Navarro-Beltrá et al., (2021) found that teachers who had manageable workloads were more likely to have a positive attitude towards their job. The level of support provided by the school and administration is also crucial in shaping teachers' attitudes towards workload. Teachers who feel supported by their colleagues and administration tend to have a more positive attitude towards their workload. In contrast, teachers who feel unsupported tend to have a more negative attitude. A study by Zhang et al., (2019) found that teachers who had high levels of support from their colleagues reported lower levels of job-related stress. Motivation for teaching is another factor that influences teachers' attitudes toward workload. Teachers who are motivated by the desire to help their students and see them suc-

ceed tend to have a more positive attitude toward their workload. On the other hand, teachers who are motivated by external factors, such as salary, tend to have a more negative attitude. Lee and Choi (2019) found that teachers who were motivated by intrinsic factors, such as job satisfaction, had higher levels of commitment to their jobs, leading to a more positive attitude towards their workload.

Finally, school culture can also influence teachers' attitudes toward workload. A supportive school culture, where teachers feel valued and recognized for their contributions, can lead to a more positive attitude towards workload. In contrast, a toxic school culture, where teachers feel undervalued and unsupported, can result in a more negative attitude. Han and Yin (2020) found that a positive school culture was associated with lower levels of burnout among teachers. In conclusion, teachers have varying attitudes toward workload, which can be attributed to several factors. These factors include the teacher's level of experience, the workload itself, the amount of support provided by the school and administration, the teacher's motivation for teaching, and the school culture. Teachers with positive attitudes towards their workload tend to have lower levels of stress and burnout and are more likely to be committed to their job. Therefore, it is essential for schools and administration to be mindful of these factors and provide adequate support and resources to help teachers manage their workload effectively.

Variations in Teachers' Time Management Practices across Schools

Table 5 below shows the result of the F-test on the variation in teachers' time management practices across schools.

Table 5. Result of F – test on Teacher’s Time Management Practices across Schools

Source of Variation	Across Schools				
	Sig. Level	F	Sig.	Decision	
Teacher's Time Management Practice	0.10	2.131	0.099	Reject Ho	Significant

The result shows an F computed value of 2.131 with a significant value of 0.099 less than 0.10 level of significance indicating that the hypothesis that there is no significant variation in

teachers' time management practices across schools is rejected, which may indicate that teachers' time management practices

significantly differ when they are grouped according to their designated schools.

Teachers have a crucial role in shaping future generations, but effective time management is a challenging aspect of their job. Studies reveal that teachers adopt diverse time management practices, and some practices are more effective than others. This essay explains the reasons for variations in time management practices among teachers, with reference to relevant literature. Workload is a significant factor that influences time management practices among teachers. Teachers who have a heavy workload often struggle with time management, leading to missed deadlines and sub-standard work. According to Navarro-Beltrá et al., (2021), teachers who had high workloads reported difficulties managing their time effectively. Conversely, teachers with manageable workloads tend to have better time management practices as they prioritize tasks and work towards meeting deadlines (Zhang et al., 2019). Experience is another factor that affects time management practices among teachers. Experienced teachers usually have effective time management strategies and techniques to manage their workload efficiently. In contrast, novice teachers may find time management challenging, leading to overwhelming feelings and difficulties in meeting deadlines (Ghanizadeh & Jahedizadeh, 2021). The use of technology is also a significant factor that affects time management practices among teachers. Technology can be a tool for improving time management, but it can also be a source of distraction leading to unproductive time use. Kim and Lee (2019) found that teachers who used technology to manage their workload had better time management practices. However, excessive use of technology could lead to distractions and procrastination, leading to poor time management practices (Kim & Lee, 2019). School culture is another important factor that affects time management practices among teachers. A supportive school culture that values teachers' well-being and provides resources for managing workload can lead to more effective time management practices. In contrast, a negative school culture that does not support teachers can lead to high-stress levels and difficulties in managing time effectively (Han & Yin, 2020).

Finally, the motivation for teaching is a factor that affects time management practices among teachers. Teachers who are intrinsically motivated by a desire to help their students tend to have better time management practices as they are committed to providing quality instruction and meeting deadlines. In contrast, teachers who are extrinsically motivated by factors such as salary may struggle with time management, leading to a negative attitude toward workload (Lee & Choi, 2019).

According to Edkundayo and Adenike (2013), time scheduling comes after establishing priorities. Activities can take many different forms and need various amounts of time. It's crucial to predict how long a task will take and allocate that much time for it to manage one's time properly. A teacher has to measure his time usage for a week to generate a more precise estimate. This will help him to better understand how much time he needs to devote to each activity, task, and program. Personal Time Analysis Charts were suggested by Ajayi (2017) for efficient time management. He claims that this will demonstrate the hours of the day and the days of the week during which particular activities occur. In conclusion, teachers' time management practices vary depending on several factors, including workload, experience, use of technology, school culture, and motivation for teaching. Teachers with manageable workloads, effective time management strategies, and supportive school cultures usually have better time management practices. Schools and educational institutions should provide teachers with adequate resources and support to develop effective time management practices to enhance productivity, job satisfaction, and student outcomes. Additionally, teachers can improve their time management practices by reflecting on their techniques and seeking training and resources to improve their skills.

Relationship between Teachers' Attitude towards Workload and Time Management Practices

Table 6 shows an r-computed value of 0.314 with a significant value less than 0.01 significance level. The computed r value of 0.317 implies a moderate and positive correlation

between teachers' attitudes toward workload and time management practices. Moreover, a p-value less than 0.01 significance level indicates

that the relationship between teachers' attitudes towards workload and their time management practices is significant.

Table 6. Result of Pearson r Product Moment Coefficient of Correlation between Teacher's Attitude towards Workload and Time Management Practices

Teacher's Attitude Towards Workload	Sig. level	r	p	Decision
Teacher's Attitude Towards Workload	0.01	0.317	0.000	Reject Ho Moderate Positive

This may imply that teachers' attitudes toward workload may influence their time management practices and vice-versa. A positive moderate correlation indicates that a positive attitude towards workload may moderately indicate a positive attitude in time management practices as well.

Teachers' attitudes towards workload have been found to affect their time management practices significantly. A positive attitude towards workload, characterized by an eagerness to take on tasks, a sense of responsibility, and a willingness to work hard, is associated with a proactive approach to time management, where teachers prioritize tasks and work towards meeting deadlines (Ghanizadeh & Jahedizadeh, 2021). Teachers with a positive attitude toward workload are more likely to use effective time management techniques, such as prioritizing tasks, planning, and scheduling (Hassan & Sharif, 2015). On the other hand, teachers with a negative attitude towards workload, characterized by a lack of motivation, a sense of overwhelm, and a tendency to procrastinate, tend to have poor time management practices. They have a reactive approach to time management, waiting until the last minute to complete tasks, resulting in missed deadlines and poor-quality work (Ghanizadeh & Jahedizadeh, 2021; McMillan & Pate, 2013). Teachers who struggle with time management tend to experience higher levels of burnout and job dissatisfaction, leading to negative attitudes toward workload (Yilmaz & Yilmaz, 2017). Furthermore, effective time management practices can also influence teachers' attitudes toward workload. Teachers who use effective time management techniques, such as setting clear goals, prioritizing tasks, and using tools like calendars and to-do lists, tend to have a more positive attitude toward workload. They feel in

control of their tasks and have a greater sense of accomplishment, contributing to a positive attitude towards workload (Hassan & Sharif, 2015). Conversely, poor time management practices can lead to negative attitudes toward workload, as teachers feel overwhelmed and unable to keep up with their responsibilities, resulting in job dissatisfaction and burnout (Yilmaz & Yilmaz, 2017).

According to Gui and Batool (2021), time management is crucial, and academics and researchers are increasingly interested in learning more about specialized time management techniques for teachers. As Gul et al., (2021) observed, time management doesn't necessarily offer a solution to management issues, but it does give managers a method to come up with solutions, make plans, and gauge overall success. In contrast, Ahmad and Gul (2021) said that workload includes time commitments, pressure from paperwork, overburden, a lack of stimulation, or monotony. Time management is significantly impacted by workload and stress. According to Gul, et al., (2021), work-related stress and a lack of time management abilities are the main causes of anxiety and depression. The greatest ways to save time and relieve stress are to decline offers and to be committed to your work since doing so enables people to do their assigned tasks on time. Other suggestions for effective time management include (a) short meeting intervals, (b) one-on-one communication, and (c) brief yet impactful meetings (Whetten, 2015). Hassan et al., (2016) looked at the relationship between teachers' performance and time management. They discovered a beneficial correlation between teachers' time management strategies and their students' academic success. Due to good time management, the study also concluded that teachers' lesson preparation

strategies were extremely successful for their students' academic achievement. To enhance teachers' managerial and administrative tasks, it was suggested that time management skills be incorporated into teacher training programs (Gul & Khilji, 2021).

In conclusion, the relationship between attitude towards workload and time management practices is a critical aspect of teachers' professional development. Teachers with a positive attitude toward workload tend to have more effective time management practices, leading to improved productivity, job satisfaction, and student outcomes. Developing a proactive approach to time management and cultivating a positive attitude towards workload is crucial for teachers to manage their workload effectively. Schools and educational institutions can support teachers by providing training and resources on effective time management practices and creating a supportive school culture that values teachers' contributions and well-being.

Conclusion

Based on the findings, the researcher concluded the following:

First, incentives and compensation play a crucial role in influencing the attitude of teachers towards overload. Furthermore, while teachers welcome overload provided that they are duly compensated, they demonstrate a generally negative attitude towards being assigned overload by their respective schools.

Second, teachers utilize positive time management practices to some extent. In particular, they undertake activities in order of priority. However, teachers are not able to maximize their free time by engaging in reading and researching.

Third, the attitude of teachers towards workload does not significantly differ when grouped according to their respective schools, which might hint at a uniform culture among various schools in the locality.

Fourth, on the contrary, there is a significant difference between their time management practices when grouped according to school, which might reveal varying leadership and organizational cultures in place at different schools.

Fifth, there is a moderate and positive correlation between teachers' attitudes toward workload and time management practices. A positive moderate correlation indicates that a positive attitude towards workload may moderately indicate a positive attitude in time management practices as well.

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