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## Research Article

### Teachers' Instructional Time Management Practices and Learners' Academic Performance in Zone 3, Schools Division of Zambales

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#### ABSTRACT

Instructional time management is crucial in enhancing the teaching-learning process and improving students' academic performance. This study examined teachers' instructional time management practices and their relationship with learners' academic performance in Zone III schools of the Division of Zambales. Specifically, it described the teachers' demographic profile, assessed their instructional time management practices, and determined the extent to which these variables influenced student performance. The study addressed a research gap concerning the limited examination of how demographic characteristics affect instructional time management and its correlation with academic performance. A descriptive-correlational research design was employed using survey questionnaires and learners' academic performance records. Results showed that most respondents were young female teachers handling intermediate grades, with adequate teaching experience and postgraduate educational backgrounds. Teachers consistently practiced instructional time management, particularly in motivating learners, while students demonstrated very satisfactory academic performance. Significant differences in instructional time management were found when teachers were grouped according to gender, age, length of service, and teaching position. However, no significant differences were observed in planning and resource management across teacher profiles. Moreover, the relationship between instructional time management and academic performance revealed a very low positive correlation. Based on the findings, the study recommends targeted development programs.

**Keywords:** *Instructional Time Management, Teachers' Practices, Academic Performance Descriptive-Correlational Study, Public Elementary Schools; Zambales*

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## Background

Effective teachers' instructional time management is crucial in shaping learners' academic performance, particularly in Zone III, Schools Division of Zambales. The efficient allocation and use of instructional time enable teachers to cover essential topics comprehensively, facilitate meaningful learner engagement, and ultimately contribute to improved academic outcomes (Ahmed, 2024). However, poor time management practices hinder the delivery of quality education, lead to insufficient curriculum coverage, and result in lower academic performance. This highlights the need for research that investigates the specific effects of instructional time management on learners' academic success within the local context.

Globally, instructional time management is recognized as a critical factor influencing learner achievement. Studies emphasize that effective time management allows teachers to provide timely feedback and foster conducive learning environments, which positively affect academic performance (Duran, 2024). Other researchers underscore the significance of instructional time management across diverse educational settings, suggesting its universal relevance in improving learner outcomes (Lawrence, 2024). Despite this recognition, most existing studies focus on general education settings, leaving a gap in understanding how these practices operate in specific regional contexts.

In the Philippine context, challenges in instructional time management have long been linked to low academic outcomes, as reflected in international assessments such as PISA (Bautista, 2023). Teachers in Zone III face increasing demands, including administrative workloads and classroom management responsibilities, which affect their ability to maximize instructional time (Olivo, 2021; Lualhati, 2019). Reports further identify time management as a major source of teacher stress, compounding difficulties in delivering quality instruction (Ansis, 2017). These challenges underscore the importance of examining instructional time management practices within the local setting.

Previous studies highlighted the role of instructional time management in sustaining teacher performance, particularly during the pandemic, while also revealing variations based on years of service (Merete & Acuavera, 2022). Other researchers emphasized the need for localized studies to address context-specific challenges faced by teachers (Globio, 2024). Moreover, effective instructional time management has been identified as a fundamental component of creating supportive and productive learning environments (Kamara et al., 2024). Guided by these findings, the present study seeks to bridge existing gaps by examining how instructional time management practices influence learners' academic performance and by proposing interventions suited to Zone III schools.

## Statement of the Problem

This study aimed to investigate the relationship between teachers' instructional time management practices and learners' academic performance in Zone 3, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it sought answers to the following questions:

1. How is the profile of the teacher respondents described in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. grade level taught;
  - 1.4. teaching position;
  - 1.5. length of service; and
  - 1.6. Highest educational attainment?
2. How do the teacher respondents describe their instructional time management practices in terms of:
  - 2.1. learning motivation;
  - 2.2. learning engagement;
  - 2.3. planning;
  - 2.4. assessment;
  - 2.5. resource management; and
  - 2.6. Balancing lifestyle?
3. What is the level of learners' academic performance during the school year 2024-2025?
4. Is there a significant difference on the teachers' instructional time management practices when grouped according to their profile?

5. Is there a significant relationship between teachers' instructional time management practices and learners' academic performance?
6. What action plan can be proposed to enhance the teachers' instructional time management practices and their learners' academic performance?

### **Research Design**

The study utilized a descriptive–correlational survey design, which is appropriate when the objective is to describe existing conditions and determine the relationship between variables as they naturally occur. Descriptive research is applicable when the objects of a study vary among themselves and the researcher is interested in determining the extent to which different conditions exist among these objects (Good & Scates, 1955).

According to Sanchez (1992), the descriptive method is significant in presenting facts concerning the nature of a phenomenon, such as a group of individuals, a set of conditions, or a system of practices. The primary purpose of this design is to describe the nature of a situation as it exists at the time of the study and to explore relationships among variables without manipulating them. Furthermore, this method provides a clear picture of existing conditions and describes various aspects of present facts to obtain knowledge of the nature, status, and development of a situation (Creswell, 2013).

In this study, the descriptive–correlational design was employed to determine teachers' instructional time management practices and examine their relationship with learners' academic performance in Zone III, Schools Division of Zambales.

### **Data Collection**

Prior to the conduct of the study, the researcher sought approval to administer the research instruments from the Office of the Schools Division Superintendent of the Department of Education, Schools Division of Zambales. Upon approval, the survey questionnaires were personally administered to the selected teacher-respondents from identified

public elementary schools in Zone III during the designated data-gathering period. Personal administration of the instruments was done to ensure a high retrieval rate and accurate responses (Cruz & Santos, 2021).

In accordance with universal ethical standards in research, voluntary informed consent was strictly observed. The purpose of the study, its potential benefits, and possible risks were clearly explained to the participants before the administration of the questionnaires. Participants were informed of their right to withdraw from the study at any time, and this right was respected throughout the conduct of the research. Confidentiality and anonymity of responses were assured, and all data gathered were treated with utmost privacy unless participants voluntarily waived this right in writing (Wang & Chen, 2020).

To minimize inconvenience, the researcher personally administered the instruments in the respondents' respective schools. Care was taken to ensure that participation in the study did not interfere with the respondents' regular teaching duties. Teaching schedules were considered beforehand to avoid disruption of classes and school routines (Olivo, 2021).

The study strictly adhered to the highest standards of ethical research. The researcher did not engage in falsification of data, misrepresentation of findings, or selective reporting of results. All findings were presented objectively and accurately to preserve the integrity and credibility of the research (Sanchez, 1992).

## **Result and Discussion**

This chapter presents the gathered and processed data using tabular forms, interpreted and analyzed to provide a clearer understanding of the problems stated in Chapter 1.

### **1. Profile of Teacher-Respondents**

The frequency and percentage distribution of teacher-respondents' profiles, including age, sex, grade level taught, teaching position, length of service, and highest educational attainment, is shown in Table 2.

Table 2. Frequency and Percentage Distribution of Teacher-Respondents' Profile Variables

Profile Variables	Frequency (f)	Percentage (%)
<b>Age (Years)</b>		
60 & above	5	2.20
50-59	37	16.10
40-49	81	35.20
30-39	58	25.20
20-29	49	21.30
<b>Total</b>	<b>230</b>	<b>100.00</b>
<b>Sex</b>		
Male	29	12.60
Female	201	87.40
LGBTQIA+	0	0.00
<b>Total</b>	<b>230</b>	<b>100.00</b>
<b>Grade Level Taught</b>		
Intermediate Grade	107	46.50
Primary Grade	105	45.70
Kindergarten	18	7.80
<b>Total</b>	<b>230</b>	<b>100.00</b>
<b>Teaching Position</b>		
Master Teacher II	11	4.80
Master Teacher I	8	3.50
Teacher III	73	31.70
Teacher II	38	16.50
Teacher I	77	33.50
Substitute Teacher	8	3.50
Provincial Contractual LF	1	0.40
Municipal Contractual LF	14	6.10
<b>Total</b>	<b>230</b>	<b>100.00</b>
<b>Length of Service (Years)</b>		
35 & above	6	2.60
30-34	10	4.30
25-29	9	3.90
20-24	25	10.90
15-19	42	18.30
10-14	39	17.00
5-9	49	21.30
4 & below	50	21.70
<b>Total</b>	<b>230</b>	<b>100.00</b>
<b>Highest Educational Attainment</b>		
EdD/PhD Graduate	8	3.50
With EdD/PhD units	17	7.40
MA Graduate	30	13.00
With MA units	129	56.10
Education Graduate	32	13.90
College Graduate with Education Units	14	6.10
<b>Total</b>	<b>230</b>	<b>100.00</b>

The majority of teachers are young adults, with a mean age of approximately 40 years (Francisco, 2020; Balog, 2019), and are predominantly female (87.40%) (Faisal & Hussien, 2023; National Center for Education Statistics, 2023). They teach intermediate and primary grades almost equally (de la Fuente, 2020; National Center for Education Statistics, 2023),

with most holding Teacher I positions (33.50%) (TeacherPH, 2019; Gatchalian, 2023). A significant portion are early- to mid-career teachers, with a mean length of service of 12.87 years (Cruz & Santos, 2021; Wang & Chen, 2020), and most have earned Master's units (56.10%) (Balatbat & Dahilig, 2016; Labasano, 2014).

## 2. Instructional Time Management Practices of Teachers

Table 3. Summary of Instructional Time Management Practices of Teachers

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
Learning Motivation	3.80	Always Practiced	1
Assessment	3.79	Always Practiced	2
Learning Engagement	3.77	Always Practiced	3
Resource Management	3.75	Always Practiced	4
Planning	3.74	Always Practiced	5.5
Balancing Lifestyle	3.74	Always Practiced	5.5
<b>Grand Mean</b>	3.77	Always Practiced	—

Teachers consistently practice all dimensions of instructional time management, prioritizing learning motivation ( $M = 3.80$ ) and assessment ( $M = 3.79$ ) (Garcia, 2025; Tabigne, 2025). Planning and balancing lifestyle scored

slightly lower ( $M = 3.74$ ), possibly due to immediate classroom demands. These findings align with previous studies highlighting effective time and resource management as essential for teaching efficacy (Garcia, 2025; Tabigne, 2025).

## 3. Level of Learners' Academic Performance

Table 4. Frequency and Percentage Distribution of Learners' Academic Performance

Descriptive Equivalent	Performance Rating	Frequency	Percentage
Outstanding	90 & above	35	15.20
Very Satisfactory	85–89	149	64.80
Satisfactory	80–84	45	19.60
Fairly Satisfactory	75–79	1	0.40
Poor	74 & below	0	0.00
<b>Total</b>	—	230	100.00
<b>Mean</b>	86.74	Very Satisfactory	—

Most learners achieved very satisfactory performance (64.80%), with a mean score of 86.74 (Cruz & Santos, 2021; Wang & Chen, 2020; Balatbat & Dahilig, 2016; Labasano,

2014; Garcia, 2025). This reflects the impact of effective instructional time management, structured teaching strategies, and learner engagement.

## 4. Test of Difference on Teachers' Instructional Time Management Practices by Profile

Table 5. ANOVA Summary of Teachers' Instructional Time Management Practices

Dimension	Profile Variable	F-value	P-value	Significance
Learning Motivation	Age	1.468	0.213	Not Significant
	Sex	4.938	0.027	Significant
	Grade Level Taught	1.026	0.360	Not Significant
	Teaching Position	1.266	0.268	Not Significant

Dimension	Profile Variable	F-value	P-value	Significance
Learning Engagement Assessment	Length of Service	2.435	0.020	Significant
	Highest Educational Attainment	0.727	0.604	Not Significant
	Teaching Position	2.657	0.012	Significant
Balancing Lifestyle	Age	2.996	0.019	Significant
	Teaching Position	3.467	0.002	Significant
	Age	3.045	0.018	Significant
	Teaching Position	3.504	0.001	Significant
	Length of Service	3.335	0.002	Significant

Sex, age, teaching position, and length of service significantly affect certain dimensions of instructional time management (Egbafe & Ogonor, 2019; Cinadre, 2023; Cruz & Santos,

2021). Planning and resource management, however, remain consistent across teacher groups.

## 5. Relationship between Teachers' Instructional Time Management Practices and Learners' Academic Performance

Table 6. Pearson Correlation between Instructional Time Management Practices and Learners' Academic Performance

Sources of Correlations	Instructional Time Management Practices	Learners' Academic Performance	Decision/ Interpretation
Instructional Time Management Practices	1	0.230**	Very Low Positive Correlation (Ho Rejected)
Sig. (2-tailed)	—	0.000	—
N	230	230	—
Learners' Academic Performance	0.230**	1	—
Sig. (2-tailed)	0.000	—	—
N	230	230	—

There is a statistically significant, very low positive correlation ( $r = 0.230$ ,  $p < 0.01$ ) between teachers' instructional time management and learners' academic performance (Wang & Chen, 2020; Cruz & Santos, 2021). While time management contributes positively, other factors, such as student engagement and parental support, play larger roles

## 6. Proposed Action Plan to Enhance the Teachers' Instructional Time Management Practices and Learners' Academic Performance

The proposed action plan aimed to systematically improve instructional time management practices, ultimately leading to better academic performance among students.

It is designed to address key areas that influence teaching and learning effectiveness in

the school setting. It outlines specific objectives, activities, persons involved, time frames, and proposed budgets to ensure systematic implementation and monitoring. The plan focuses on enhancing teachers' competencies, improving student motivation and engagement, strengthening assessment practices, and promoting balanced academic and personal lifestyles. By providing structured interventions such as workshops, training sessions, interactive strategies, and resource allocation, this plan seeks to create a more supportive and effective learning environment that contributes to both teacher development and student success.

The proposed action plan is presented in Table 7.

Table 7. Proposed Action Plan to Enhance Instructional Time Management Practices of Teachers and Learners Academic Performance

Key Area	Objective	Specific Activities	Person(s) Involved	Time Frame	Proposed Budget
<b>Learning Motivation</b>	To improve teachers' ability to set clear and achievable learning goals to motivate students.	Conduct workshops on goal-setting techniques and motivational strategies; Integrate student goal-setting activities in lesson plans.	School Administrators, Teachers, Students	Quarterly	Php 10,000
<b>Learning Engagement</b>	To enhance instructional strategies that promote active student participation.	Implement interactive teaching methods (e.g., project-based learning, gamification); Organize peer collaboration activities.	Teachers, Students	Monthly	Php 12,000
<b>Planning</b>	To develop structured lesson plans that maximize instructional time.	Provide training on effective lesson planning and time allocation; Conduct peer mentoring for lesson planning improvement.	Teachers, Subject Coordinators	Bi-Monthly	Php 8,000
<b>Assessment</b>	To integrate formative assessments effectively for continuous learning progress monitoring.	Develop assessment tools that allow real-time feedback; Conduct assessment-focused professional development sessions.	Teachers, Students, Academic Heads	Every Semester	Php 15,000
<b>Resource Management</b>	To optimize the use of digital and traditional instructional materials.	Provide training on integrating technology in teaching; Allocate budget for updated teaching resources and digital tools.	School Administrators, IT Department, Teachers	Annual	Php 20,000
<b>Balancing Lifestyle</b>	To support teachers and students in maintaining a balanced academic and personal life.	Organize stress management workshops; Encourage flexible learning strategies and mindful time management techniques.	School Guidance Counselors, Teachers, Students	Every 6 Months	Php 10,000
<b>Monitoring and Evaluation</b>	To track the effectiveness and impact of the implemented action plan strategies.	Conduct regular progress reviews, collect feedback from teachers and students, and prepare evaluation reports to recommend adjustments.	School Administrators, School Heads, Teachers, Students	Quarterly & Annually	Php 2,000

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