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Time Management Styles and Work Performance of Public Secondary School Teachers in San Marcelino District Zambales

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ABSTRACT

Purpose: This study aimed to assess the time management styles and work performance of public secondary school teachers in the San Marcelino District, Zambales.

Methods and Materials: A descriptive-correlational research design was utilized, with survey questionnaires distributed to 144 public secondary school teachers in the San Marcelino District. The study used total population sampling. Teachers' work performance was assessed through their Individual Performance Commitment and Review Form (IPCRF). Statistical analyses, including ANOVA and Pearson's R correlation, were employed to determine the significance of relationships between time management styles and work performance.

Findings: The study found that teachers scored high in keeping commitments, with a mean score of 3.73 (on a scale of 1-4), particularly excelling in punctuality during meetings (mean = 3.84). Control over interruptions received a lower composite mean of 2.67, indicating moderate effectiveness in this area. In planning, teachers scored a composite mean of 3.82, indicating strong planning skills. Resource utilization was another strong area, with a composite mean of 3.86. Teachers with higher levels of education (Master's degree or higher) and those in higher positions demonstrated significantly better time management ($p < 0.05$). A positive correlation ($r = .174$, $p = .037$) was found between balancing lifestyle and basic content knowledge and pedagogy, showing that personal-professional balance improves performance.

Conclusion: Effective time management, particularly in planning, resource utilization, and keeping commitments, significantly impacts teachers' work performance. Educational institutions should focus on time management training and promoting work-life balance to further enhance teacher performance.

Keywords: Time Management Styles, Work Performance, Public Secondary Schools, Teachers.

1. Introduction

Time management is a crucial skill in various professional fields, but its importance becomes particularly pronounced in education. Educators, especially secondary school teachers, often face a myriad of responsibilities, from lesson planning and classroom management to assessment and extracurricular involvement. Effective time management directly impacts their work performance and, consequently, student outcomes. Numerous studies have explored the relationship between time management practices and work performance across various educational contexts, underscoring the need for efficient management strategies in achieving optimal results in both teaching and administrative duties (Afenu et al., 2021; Herawati et al., 2024; Maarefvand & Shafiabady, 2024; Otieno et al., 2021; Sadat Mousavi & Ebrahimi, 2024).

At the core of educational success is the teacher's ability to balance multiple tasks while ensuring the quality of teaching remains high. Sahito and Väisänen (2017) highlight that teachers who manage their time effectively experience increased job satisfaction and motivation, which are essential for sustaining high-quality educational delivery (Sahito & Väisänen, 2017). Furthermore, Sahito, Khawaja, Panhwar, Siddiqui, and Saeed (2016) demonstrate that proper time management practices not only improve teacher performance but also positively influence student learning outcomes (Sahito et al., 2016). This emphasizes the symbiotic relationship between a teacher's time management capabilities and their overall effectiveness in the classroom.

In the context of secondary education, effective time management is critical due to the diverse roles that teachers play. Teachers are not only responsible for delivering lessons but also for shaping the learning environment, addressing the individual needs of students, and engaging in professional development activities. As highlighted by Göksoy (2015), educational inspectors have noted the growing importance of time management in ensuring that teachers can meet these expanding responsibilities without compromising the quality of education provided (Göksoy, 2015). The evolving educational landscape, characterized by increased demands for accountability and the integration of technology, has further intensified the need for time management skills among teachers (Aiyan, 2022; Liu et al., 2021).

One of the critical aspects of time management in education is balancing teaching responsibilities with personal and professional development. Teachers are often

expected to engage in continuous professional development (CPD) to stay updated with the latest pedagogical trends and instructional strategies. However, finding time for CPD amidst a busy teaching schedule can be challenging. Arogundade, Arogundade, and Oyeboji (2015) suggest that organizational justice plays a role in teachers' commitment to their roles, implying that a fair distribution of time and resources for professional development can enhance teachers' motivation and engagement (Arogundade et al., 2015). Similarly, Alfian et al. (2022) argue that leadership style and a culture of continuous improvement within educational institutions can significantly influence the time management practices of educators, thereby affecting the overall quality of education (Alfian et al., 2022).

Another important dimension of time management in education is the use of technology to streamline administrative tasks and enhance teaching efficiency. As educational institutions increasingly adopt digital tools, teachers are expected to manage their time more effectively by leveraging these technologies. Studies by Chen (2023) and Logachev et al. (2021) underscore the importance of integrating technology into educational management systems to optimize time spent on routine tasks, allowing teachers to focus more on instructional delivery and student engagement (Chen, 2023; Logachev et al., 2021). Additionally, the use of learning management systems (LMS) has been shown to enhance time management by providing teachers with a platform to organize lessons, track student progress, and communicate with students and parents (Arshad, 2021; Basantia & Kumar, 2021).

Time management is not only about managing workload but also about controlling interruptions and distractions that can detract from productivity. Göksoy (2015) emphasizes that teachers who can control interruptions, such as excessive socialization or the overuse of technology, are better able to maintain focus on their core responsibilities (Göksoy, 2015). This is especially relevant in the modern educational environment, where digital distractions are abundant, and teachers must strike a balance between utilizing technology for instructional purposes and avoiding its potential to disrupt workflow (Kurgansky, 2022; Takhir et al., 2022). As Liu and He (2016) note, the effective use of communication tools, such as WeChat, in managing educational activities can either facilitate efficient time use or become a source of distraction if not properly regulated (Liu & He, 2016).

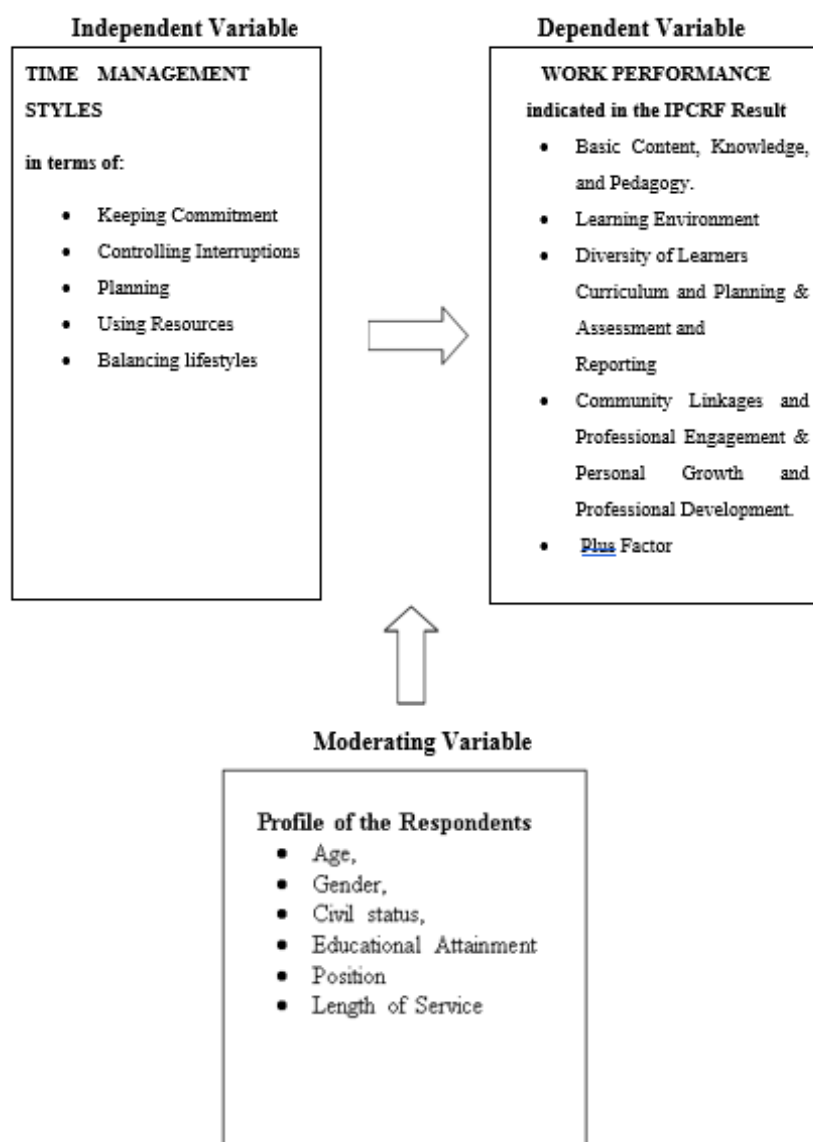
In the context of managing resources, it is imperative that teachers use their available tools effectively to enhance

student learning. The ability to plan lessons efficiently, integrate diverse instructional resources, and maintain an organized approach to curriculum delivery are all essential components of time management. Akinfolarin (2016) points out that the management of educational resources is a key factor in capacity development within universities, and this is equally applicable in secondary education, where the use of resources can either facilitate or hinder the learning process (Akinfolarin, 2016). Furthermore, Bevan and Kipka (2012) highlight the importance of experiential learning in management education, suggesting that teachers who can effectively manage their time to incorporate hands-on learning experiences are more likely to achieve better educational outcomes (Bevan & Kipka, 2012).

Balancing personal and professional responsibilities is another critical aspect of time management for teachers. As noted by Ekundayo and Kolawole (2013), the administrative effectiveness of school principals is closely tied to their time management skills, which in turn affects the overall performance of the school (Ekundayo & Kolawole, 2013). This is particularly relevant for teachers who must juggle classroom responsibilities with administrative duties, such as lesson planning, grading, and attending meetings. Effective time management allows teachers to allocate sufficient time to each task, ensuring that both instructional and administrative duties are completed efficiently (Hidayah, 2023; Mubarak, 2023).

Figure 1

Paradigm of the Study



This study determined the time management styles and work performance of public secondary school teachers in the San Marcelino District. The researcher evaluated whether the teachers can or cannot maintain a quality performance within the restricted time frame given. Evaluate the time management styles of the faculty and identify the different factors that affect their time management styles and work performance among the public secondary school teachers in San Marcelino District.

The researcher utilized the Independent- Dependent and Moderating Variable model framework. The independent variable frame deals with the time management of teachers limited to keeping a commitment, controlling interruptions, planning, using resources, and balancing lifestyles. These variables may have a direct effect on the work performance of the respondents. The dependent frame deals with the respondents' work performance that focused on the content knowledge & pedagogy, learning environment, curriculum, and planning; and assessment & reporting of the teacher respondents which is reflected in their IPCRF result. The moderating frame dealt with the respondent profile limited to age, gender, civil status, educational attainment, position, and length of service.

2. Methods and Materials

The present study uses descriptive-correlational research, with survey questionnaires serving as the primary data

collection techniques. The study's goal was to assess the time management techniques and job performance of public secondary school teachers in the San Marcelino District, specifically their capacity to sustain outstanding performance within a specific period of time. A survey questionnaire was utilized to collect information on teacher performance, time management, and professional development. The questionnaire was validated by oral examiners at a state university in Zambales, Philippines. A pilot test was conducted with teachers from a public high school. This research focuses on 144 public secondary school teachers in San Marcelino District, Philippines, who offer services in the Schools Division of Zambales and were found using total population or universal sampling. The research can find significant difference in respondents' management styles and job performance, as well as a significant relationship between time management techniques and performance, using ANOVA and Pearson R.

3. Findings and Results

Profile of Public Secondary School Teachers in San Marcelino District

The teachers from the public secondary school in San Marcelino district were described in terms of the profile variables age, sex, civil status, highest educational attainment, position, and length of service. [Table 1](#) presents the frequency and percentage.

Table 1

Frequency and Percentage Distribution of Teacher-Respondents

Variable	Category	Frequency	%
Age (in years) (Mean=34.87)	24-29	32	22.22
	30-35	66	45.83
	36-41	25	17.36
	42-47	10	6.94
	48-53	4	2.78
	54-60	7	4.86
Sex	Female	83	57.64
	Male	61	42.36
Civil Status	Single	45	31.25
	Married	99	68.75
Highest Educational Attainment	Bachelor's degree	29	20.14
	Masteral Units	53	36.81
	Masteral Degree	55	38.19
	Doctoral Units	4	2.78
	Doctoral Degree	3	2.08
Position	Teacher I	43	29.86
	Teacher II	73	50.69
	Teacher III	26	18.06
	Master Teacher I	2	1.39
Length of Service (in years) (Mean=6.37)	5 years and below	79	54.86
	6-10	55	38.19
	11-15	4	2.78

Age. A greater proportion (45.83% or 66 out of 144) of the teacher respondents belong to age band 30 – 35 while four (2.78%) among them are 48 – 53 years old. The mean age 34.87 years indicates that the teachers are generally young adults. According to Dyussenbayev, Akhmet (2017), in 2015, the World Health Organization under the United Nations officially revised the age standards. According to the new classification a person is considered young from 25 to 44, middle age is 44-60, elderly age is 60-75, senile age is 75-90 and long-livers are after 90.

Sex. Majority (57.64% or 83 out of 144) of the respondents are female and there were 63 (42.36%) males. This indicates that the roster of public secondary school teachers in San Marcelino District is mostly represented by female individuals.

Civil Status. The majority (68.75% or 99 out of 144) of the respondents are married while there were 45 (31.25%) individuals with a single status in the distribution of the teachers.

Highest Educational Attainment. A greater proportion (38.19% or 55 out of 144) of the teacher respondents are master's degree holders and there were three (2.08%) of them are full-pledged doctorate degree holders. This indicates that the roster of the teachers values the importance of pursuing advancement in their educational backgrounds that could help them update trends in the educational system and acquire additional skill as educators.

Position. The majority (50.69% or 73 out of 144) of the teacher respondents are Teacher II and there were two (7.3%) in the distribution of respondents who holds a Master Teacher I position.

Length of Service. The majority (54.86% or 79 out of 144) of the teacher respondents have been in the service 5 years and below while there were four (2.78%) of them who have been serving in the Department of Education for 11 – 15 years with a mean of 6.37 years in service.

Table 2

Teachers' Time Management Style in terms of Keeping Commitments

Indicators	Wt. Mean	Qualitative Interpretation
1. Meet deadlines.	3.69	Always
2. Make decisions on time.	3.68	Always
3. Attend my classes on time.	3.76	Always
4. Arrive on time during meetings.	3.84	Always
5. Have my job done before leaving the workplace	3.68	Always
Composite	3.73	Always

Table 2 presents the mean analysis on the responses of teachers in their time management styles in terms of keeping commitment. The teacher had a highest mean rate of 3.84 which indicates that they Always arrive on time during meetings. They had a lowest mean rate of 3.68 both in making decisions on time and having their job done before leaving the workplace which can be qualitative interpreted as Always. The composite value 3.73 indicates that the teachers Always keep their commitments as an indicator of

their time management styles. It implies that due to their commitment to the teaching and learning process, they generate something new and authentic.

Controlling Interruptions. Interruptions as intrusions from outside the classroom that are not under the direct control of classroom teachers. Table 3 shows the mean analysis on the time management styles of the teachers in terms of controlling interruptions.

Table 3

Teachers' Time Management Style in terms of Controlling Interruptions

Indicators	Wt. Mean	Qualitative Interpretation
1. Seem to spend hours on my phone.	2.90	Sometimes
2. Spend more than 2 hours chatting with friends.	2.47	Sometimes
3. Spend more than 2 hours watching videos.	2.46	Sometimes
4. Socialize too much at work.	2.65	Sometimes
5. Spend more than 2 hours attending meetings.	2.85	Sometimes
Composite	2.67	Sometimes

The teachers had a highest mean rate of 2.90 which indicates that they Sometimes seem to spend hours on their phones. They rated a lowest mean of 2.46 which indicates that they Sometimes spend more than two hours watching videos. The composite value 2.67 indicates that the teacher Sometimes control interruptions as a part of their time management styles.

Planning. This narrowly refers to the principles and systems that teachers use to make conscious decisions about the activities that occupy their time. Time management is an

application of self-regulation processes. Table 4 shows the mean analysis on the time management styles of the teachers in terms of planning.

The teachers had a highest mean rate of 3.92 which indicates that they Always teach based on the curriculum guidelines or in the most essential learning competencies set by the department. The had a lowest mean rate of 3.72 indicating that they Always teach according to what is written in their Daily Lesson Log.

Table 4

Teachers' Management Style in terms of Planning

Indicators	Wt. Mean	Qualitative Interpretation
1. Teach with my DLL or book.	3.72	Always
2. Teach based on the CG/MELCS.	3.92	Always
3. Check quizzes, seatwork, and worksheets regularly.	3.89	Always
4. Return quizzes and seatwork on time.	3.75	Always
5. Start my classes with a well-prepared lesson.	3.80	Always
Composite	3.82	Always

The composite value 3.82 indicates that they Always practice their planning strategies to deliver their prepared lessons more effectively. This implies that the teachers use the procedures that they design to achieve their goals by assessing the activities to prioritize the plans that may also include proper time allocation and the management of different things, works and activities such as regularity and punctuality, advanced preparation of different schedules, lesson plans and activities.

Using Resources. Teachers use instructional strategies and resources to help students become more independent and tactical learners. These strategies become effective learning strategies when students handpicked the suitable ones and used them to complete tasks. Instructional strategies and resources can stimulate students and help them concentrate and merge information for understanding and remembering. Table 5 presents the mean analysis on the time management styles of the teachers in terms of using resources.

Table 5

Teachers' Time Management Style in terms of Using Resources

Indicators	Wt. Mean	Qualitative Interpretation
1. Use resources based on the instructional purpose.	3.79	Always
2. Use resources to make positive connections with learners' knowledge, experiences, and identity.	3.88	Always
3. Use resources to build knowledge about what is required for achieving particular tasks.	3.89	Always
4. Use resources that are engaging for the learners.	3.90	Always
5. Use resources to support the use of assessment to enhance learning.	3.85	Always
Composite	3.86	Always

The teachers garnered a highest mean rate of 3.90 which indicates that they Always use resources that are engaging for the learners. The lowest garnered mean rate 3.85 indicates that the teachers Always use resources to support the use of assessment to enhance learning.

The composite value 3.86 means that they Always use resources based on the instructional purpose to make positive connections with learners' knowledge, experience, and

identity. Additionally, they Always use the resources to build knowledge about what is required for achieving tasks.

Balancing Lifestyle. This includes the way the teachers live and reflect on their work and their relationship with their loved ones. Teachers' well-being due to the work-life balance are often affected by gender inequality, stress at work and tension. Table 6 shows the time management styles of the teachers in terms of balancing lifestyles.

Table 6

Teachers' Time Management Style in terms of Balancing Lifestyles

Indicators	Wt. Mean	Qualitative Interpretation
1. Set a weekly schedule and get organized in doing my personal and professional tasks.	3.72	Always
2. Give priority to my health.	3.66	Always
3. Make time for bonding with my family.	3.76	Always
4. Find talking about work in social situations.	3.58	Always
5. Accept that there is no perfect work-life balance.	3.72	Always
Composite	3.69	Always

Scale: 3.50-4.00 Always; 2.50-3.49 Sometimes; 1.50-2.49 Seldom; 1.00-1.49 Never

The teacher had a highest mean rate of 3.76 which indicates that they Always make time for bonding with their families. Their lowest mean rating of 3.58 indicates that they Always find time to talk about work in social situations.

The composite value 3.69 reflects the time management style of the teachers which shows that they Always see to it that they can balance their work and life. It also indicates that they Always give priority to their health and set a weekly schedule and get organized in doing their personal and professional tasks.

Work Performance of the Public Secondary School Teacher in San Marcelino District

The work performances of the teachers are their outputs and accomplishment in terms of the requirements set by the department. It is measured by the key result areas given in their IPCRF which includes basic content knowledge and pedagogy, learning environment, diversity of learner's curriculum and planning and assessment and reporting, and community linkages and professional engagement and personal growth. It also includes a plus factor covering the professional development that teachers attend such as training, seminars, speakerships, coaching and others.

Table 7

Work Performance of Teachers as Reflected in their IPCRF

Key Result Areas	Mean Numerical Rating	SD	Qualitative Description
Basic Content Knowledge and Pedagogy	4.31	.24	Very Satisfactory
Learning Environment	4.30	.28	Very Satisfactory
Diversity of Learners Curriculum and Planning and Assessment and Reporting	4.29	.25	Very Satisfactory
Community Linkages and Professional Engagement & Personal Growth and Professional Development	4.29	.34	Very Satisfactory
Plus Factor	4.31	.35	Very Satisfactory
Mean	4.30	.29	Very Satisfactory

Table 7 shows the summary of the rating of the teacher as reflected in their IPCRF in all the key result areas.

Content Knowledge and Pedagogy. The teachers have a Very Satisfactory (4.31) level of performance in terms of Content Knowledge and Pedagogy which means that they have great capacities in applying their PCK in the delivery of lessons. In turn, they had capabilities and skills to identify the strengths and weaknesses within curriculum-based lessons and make modifications that meet the ambitious goals entailed in reform-oriented teaching.

These findings support the finding that when teachers use their PCK in the classroom, they must combine their knowledge in new and different ways, which results in new

knowledge development. It also affirms the statement of Ball and Bass (2000) that PCK must be flexible to a wide range of pedagogical activities included in both teaching and planning of classroom activities. Teachers are entrusted to enhance students' achievement. Thus, the teachers should be free of misconceptions and errors. To carry out their duties well they need particular and special knowledge that PCK suggests.

Learning Environment. The teachers have a mean numerical rating of 4.30 which indicates a Very Satisfactory level of work performance in terms of learning environment. Learning environments are educational approaches, cultures, and physical settings for all types of learners and activities

The term learning environment can refer to an educational approach, cultural context, or physical setting in which teaching and learning occur.

Diversity of Learners, Curriculum and Planning and Assessment and Reporting. The teachers attained a Very Satisfactory (4.29) level of performance in terms of Diversity of Learners, curriculum and planning, and assessment and reporting. Diversity includes students with varied abilities, disabilities, interests, experiential backgrounds, and even language or dialect use. This implies that the teachers have very satisfactory traits in addressing learners' diverse learning needs to access a full and engaging education on the same basis as their peers. This also indicates that the schoolteachers have a very satisfactory level of structuring academic experiences, using their expertise knowledge and getting involved in before the actual implementation. Moreover, they embed relevant formative and summative assessment strategies into classroom practice where students are given opportunities to reflect on and direct their learning, offering insights into the curriculum, teaching, and assessment practices.

Community Linkages and Professional Engagement, & Personal Growth and Professional Development. The teachers attained a Very Satisfactory (4.29) level of performance in terms of Community and Professional Engagement. This indicates that they have an outstanding trait of establishing learning environments that are responsive to community contexts, demonstrate an

understanding of knowledge of learning environments that are responsive to community contexts. They outstandingly engage parents and the wider school community in the educative process and seek advice concerning strategies that build relationships with parents/guardians and the community. Additionally, they have a deep knowledge and understanding of school policies and procedures and have a high awareness of existing laws and regulations that apply to the teaching profession.

Plus Factors. The teacher rated Very Satisfactory (4.31) on this key result area which indicates that aside from their regular duties and responsibilities as teachers, they perform tasks assigned to them which also contributes to attaining a Very Satisfactory performance. This includes their contributions not covered by the other key result areas in attaining the objective of the institution such as conducting educational researcher, project proposals, program implementations, etc.

Difference on Time Management Styles of the Public Secondary School Teachers

At $\alpha=.05$ level of significance, the researcher hypothesize that the time management styles of the teachers vary as influence by their age, sex, civil status, highest educational attainment, position, and length of service. Table 8 presents the summarized analyses of variances on the time management styles of teachers when they are grouped according to the profile variables involved.

Table 8

ANOVA on Teachers' Time Management Styles across Profile Variables

Profile Variables	Keeping Commitment		Controlling Interruption		Planning		Using Resources		Balancing Lifestyles	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age (<i>df</i> =5, 138)	1.122	.352	1.711	.136	1.133	.346	1.836	.110	.908	.478
Sex (<i>df</i> =1, 142)	.005	.942	5.584*	.017	.002	.968	.041	.839	.110	.741
Civil Status (<i>df</i> =1, 142)	.000	.994	1.1844	.177	.491	.485	.185	.668	.192	.662
Highest Educational Attainment (<i>df</i> =4, 139)	.620	.649	1.122	.349	9.053*	.000	2.468*	.046	4.467*	.002
Position (<i>df</i> =3, 140)	6.856*	.000	.701	.553	21.774*	.000	1.327	.268	5.378	.002
Length of Service (<i>df</i> =3, 140)	.302	.824	1.306	.275	.179	.910	1.924	.128	.689	.560

It can be seen on Table 8 that, in terms of Keeping Commitment ($F=6.856$, $p=.000$) and Planning ($F=21.774$, $p=.000$), profile variable Position have significant values that are less than and equal to the set alpha level ($\alpha=.05$).

These prompt the researcher to reject the null hypothesis involving the profile variable position, hence significant differences in terms of keeping commitment and planning. This indicates that the positions of the teachers influence

their time management styles in terms of how they keep committed to their work and how they plan to deliver their tasks effectively.

Moreover, in terms of Controlling Interruptions, profile variable Sex ($F=5.584$, $p=.017$) has a significance value that is less than the set alpha level. This signifies rejection of the null hypothesis; hence, there is significant difference between the sex groups of teachers in terms of controlling interruptions.

It can also be seen on Table 10 that in terms of Planning ($F=9.053$, $p=.000$), Using Resources ($F=2.468$, $p=.046$) and Balancing Lifestyle ($F=4.467$, $p=.002$), profile variable Highest Educational Attainment has significance values that are less than the set alpha level. This prompts rejection of the

null hypotheses; hence, there is significant difference on the time management styles of the teachers in terms of planning, using resources and balancing lifestyle as influenced by their educational attainment.

Beginning teachers report that poor classroom management skills (82%) and disruptive students (57%) are the most significant barriers to professional success. Experienced teachers are believed to have combined years of service and a repertoire of classroom skills and strategies.

Difference on the Work Performance of the Public Secondary School Teachers

At the same level of significance ($\alpha=.05$), it was also hypothesized in this study that the teachers vary in their work performance as influenced by their profile variables.

Table 9

ANOVA on Teachers' Work Performance across Profile Variables

Profile Variables	Basic Content Knowledge and Pedagogy		Learning Environment		Diversity of Learners Curriculum and Planning & Assessment and Reporting		Community Linkages and Professional Engagement & Personal Growth and Professional Development		Plus Factor	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age ($df=5, 138$)	1.019	.409	.501	.775	2.112	.068	.173	.972	.257	.936
Sex ($df=1, 142$)	.639	.426	1.295	.257	.069	.793	.480	.490	.078	.781
Civil Status ($df=1, 142$)	3.412	.067	.912	.341	.004	.948	.855	.357	2.806	.096
Highest Educational Attainment ($df=4, 139$)	1.171	.326	.578	.679	.174	.951	1.060	.379	1.045	.386
Position ($df=3, 140$)	1.077	.361	.864	.462	.371	.774	2.501	.062	.335	.800
Length of Service ($df=3, 140$)	1.677	.175	.617	.605	3.226*	.025	.101	.959	.286	.835

Table 9 shows the summarized analyses of variance in the work performance of the teachers when they are grouped according to age, sex, civil status, highest educational attainment, position, and length of service.

It can be seen on Table 9 that in terms of Diversity of Learners, Curriculum and Planning and Assessment and Reporting, profile variable length of service ($F=3.226$, $p=.025$) has a significance value that is less than the set alpha level ($\alpha=.05$). This signifies rejection of the null hypothesis; hence there is significant difference on the work performance of teachers in terms of the key result area diversity of learners, curriculum and planning and assessment and reporting when they are grouped according to their length of service in the department.

Performance management is important for an organization. In a top-down perspective, it emphasizes the strategic alignment of the agency's thrusts with the day-to-day operation. Also, from a bottom-up approach, it aligns and optimizes individual performance with the common goal of the group. This paper examined the extent of school heads' implementation of the Results-based Performance Management System (RPMS) as performance management mechanism in the Department of Education (DepEd).

Relationship between Teachers' Work Performance and Time Management Styles

The work performance of the public secondary school teachers was hypothesized to have a linear relationship with their time management styles. Table 10 shows the correlation between these variables.

Table 10

Correlation between Teachers' Time Management Styles and Work Performance

Time Management Styles	Coefficients	Basic Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners, Curriculum and Planning & Assessment and Reporting	Community Linkages and Professional Engagement & Personal Growth and Professional Development	Plus Factor
Keeping Commitment	r	.141	-.098	-.148	.023	.099
	Sig. (2-tailed)	.093	.296	.077	.782	.238
	N	144	144	144	144	144
Controlling Interruptions	r	.163	-.118	-.074	.101	-.006
	Sig. (2-tailed)	.051	.158	.377	.228	.947
	N	144	144	144	144	144
Planning	r	-.038	-.109	-.066	-.097	.127
	Sig. (2-tailed)	.647	.192	.430	.248	.130
	N	144	144	144	144	144
Using Resources Strategies	r	.080	-.038	-.008	.099	.226**
	Sig. (2-tailed)	.341	.655	.926	.240	.006
	N	144	144	144	144	144
Balancing Lifestyles	r	.174*	.000	-.070	-.060	.116
	Sig. (2-tailed)	.037	.999	.402	.471	.167
	N	144	144	144	144	144

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

Balancing Lifestyles has a negligible positive correlation with Basic Content Knowledge and Pedagogy ($r=.174$, $p=.037$) that is significant at .05 level: hence positive relationship. This positive linear relationship indicates that when teachers have a more balanced lifestyle, they tend to improve their performance in terms of basic content knowledge and pedagogy.

Moreover, Using Resources Strategies shows to have low positive correlation with Planning ($r=.226$, $p=.000$), that is significant at .01 level: hence positive linear relationships. It can be inferred that as the teachers have a better time management style in using resources, they improve in their performance in terms of the plus factors.

4. Discussion and Conclusion

This study investigated the time management styles and work performance of public secondary school teachers in San Marcelino District, focusing on how their ability to manage time affects their professional effectiveness. The results highlight key areas such as keeping commitments, controlling interruptions, planning, resource utilization, and balancing lifestyle, all of which are crucial components of time management. The relationship between these factors and work performance was explored, revealing significant

findings that align with previous studies and contribute to the existing literature on educational management.

The findings show that teachers who excel in keeping commitments demonstrate higher levels of work performance, particularly in areas such as content knowledge and pedagogy, as well as community engagement. This finding is consistent with previous research, which underscores the importance of organizational commitment and time management in enhancing work performance. A study by Arogundade et al. (2015) found that organizational justice, including fair time distribution, significantly influences teachers' commitment, which in turn affects their job performance (Arogundade et al., 2015). This suggests that teachers who are better able to meet deadlines and maintain consistency in their duties perform better in their instructional roles.

Teachers' ability to control interruptions was also found to correlate with work performance. Teachers who reported higher control over distractions, such as limiting time spent on non-productive activities, demonstrated better performance in community linkages and professional engagement. Göksoy (2015) similarly highlighted the role of time management in controlling distractions, emphasizing that educational inspectors viewed this as a critical

component of teachers' professional success (Göksoy, 2015). This finding suggests that effective management of distractions allows teachers to allocate more time to meaningful engagement with students, parents, and the broader educational community.

The results also emphasize the critical role of planning in time management. Teachers who planned effectively, regularly assessing their teaching strategies and organizing their lessons, were found to perform better across multiple dimensions, including curriculum delivery and student assessment. This is consistent with the findings of Akinfolarin (2016), who noted that effective resource management, including planning, is crucial for capacity development in educational institutions (Akinfolarin, 2016). Teachers who allocate time for thorough lesson preparation and assessment practices are better positioned to meet educational objectives, thereby improving student outcomes.

The study's findings on resource utilization reveal that teachers who are adept at using instructional resources perform better in their instructional duties. These teachers demonstrated a higher capacity for engaging students with diverse materials, which supports the notion that proper time management in resource selection enhances teaching efficacy. This aligns with Bevan and Kipka's (2012) work, which argues that experiential learning and proper resource utilization in management education promote deeper student engagement (Bevan & Kipka, 2012). The ability to use resources strategically allows teachers to foster an enriched learning environment, contributing to both student and teacher success.

Balancing lifestyle was another significant factor influencing teachers' work performance. The study revealed that teachers who effectively manage their personal and professional lives tend to perform better in areas such as pedagogy and content knowledge. Sahito and Väisänen (2017) highlighted the importance of work-life balance for teachers, showing that those who maintain this balance experience higher job satisfaction and are more motivated to perform well (Sahito & Väisänen, 2017). In this study, teachers who prioritized health, family time, and personal well-being were more effective in their teaching roles, suggesting that personal well-being is integral to professional success.

Interestingly, the results showed some demographic differences in time management styles, with teachers' positions within the educational hierarchy influencing their ability to keep commitments and plan effectively. This is in line with Alfian et al. (2022), who found that leadership style

and continuous improvement practices can significantly influence how time is managed within an educational institution (Alfian et al., 2022). Senior teachers or those in leadership roles may have more experience or resources to manage their time effectively, leading to better performance outcomes.

In terms of the relationship between time management and work performance, the findings reveal that teachers' ability to manage time in areas such as resource utilization and lifestyle balance had the most significant impact on their overall job performance. This finding aligns with the research of Ziekye (2016), who found that time management practices are directly correlated with organizational effectiveness (Ziekye, 2016). Teachers who are better able to manage their time are more likely to meet the demands of their job, thus contributing to the overall effectiveness of their institutions.

Overall, this study supports the notion that time management is a multifaceted skill that significantly influences teachers' work performance. Whether it is through keeping commitments, controlling interruptions, or balancing their personal and professional lives, teachers who manage their time effectively tend to be more successful in their roles. These findings align with existing literature on time management and work performance, reinforcing the idea that effective time management is critical for both individual and institutional success.

While this study provides valuable insights into the time management styles and work performance of secondary school teachers, there are several limitations that must be acknowledged. First, the study relied on self-reported data, which may be subject to bias, as respondents may have overestimated their time management abilities or work performance. Second, the study was conducted in a specific district, limiting the generalizability of the findings to other contexts or regions. Finally, the study did not account for external factors that may have influenced teachers' time management practices, such as institutional policies, workload, or access to resources, which could have provided a more comprehensive understanding of the issue.

Future research could address these limitations by incorporating a more diverse sample from multiple districts or regions to enhance the generalizability of the findings. Additionally, using more objective measures of time management, such as direct observation or performance tracking systems, could provide a more accurate assessment of teachers' time management practices. Future studies could also explore the impact of specific institutional policies on

time management, such as workload distribution, access to resources, and support for professional development, to better understand the external factors that influence teachers' time management and performance. Longitudinal studies that track changes in time management and performance over time would also provide valuable insights into how these skills develop and influence professional success.

To improve time management and work performance among secondary school teachers, educational institutions should provide targeted professional development programs that focus on time management skills. These programs could include strategies for prioritizing tasks, controlling distractions, and utilizing resources effectively. Schools could also consider implementing policies that support work-life balance, such as flexible scheduling or reduced workloads, to help teachers manage their personal and professional responsibilities more effectively. Finally, school leaders should foster a supportive environment where teachers are encouraged to share best practices in time management, collaborate with colleagues, and continuously seek opportunities for professional growth.

Authors' Contributions

All authors significantly contributed to this study.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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