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Time Management Practices and the Teaching Effectiveness of Junior High School Teachers: Basis for a Time Management Enhancement Plan

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ABSTRACT

This study examined the relationship between time management practices and teaching effectiveness among junior high school teachers as a basis for developing a Time Management Enhancement Plan. A quantitative descriptive-correlational research design was employed, involving 65 junior high school teachers at Bartolome and Manuela Pañares Memorial National High School, Barili, Cebu, Philippines, selected through total enumeration. Data were collected using adapted standardized questionnaires and analyzed using weighted means, Pearson product-moment correlation, and thematic analysis. Results revealed that all three time management dimensions were Always Practiced (M = 4.29–4.48), while all five teaching effectiveness dimensions were Very Highly Effective (M = 4.41–4.67). Classroom Management emerged as the highest-rated dimension (M = 4.67), with setting classroom rules receiving the highest indicator rating (M = 4.82). Prioritization of Responsibilities demonstrated the strongest significant association with Assessment of Student Learning ($r = .510$, $p < .001$). Lesson Preparation and Assessment of Student Learning were significantly associated with all three time management practices, whereas Classroom Management showed no significant associations. The study concludes that consistent time management practices are positively associated with selected dimensions of teaching effectiveness. School administrators are encouraged to implement the proposed enhancement plan emphasizing structured scheduling, systematic prioritization, protected planning time, and coordinated deadlines. The study was limited by its single-school setting, self-reported measures, and noncausal research design. Nevertheless, it provides localized empirical evidence for developing responsive professional development initiatives and institutional workload management strategies that may sustain teaching effectiveness and support quality education.

Keywords: *Classroom Management, Junior High Teachers, Professional Development, Task Prioritization, Teaching Effectiveness, Time Management, Workload Management*

1. INTRODUCTION

Time management is an essential component of teaching effectiveness, enabling teachers to organize instructional responsibilities, allocate time efficiently, and accomplish professional tasks within prescribed periods. Teachers must balance Lesson Preparation, Instructional Delivery, Classroom Management, student assessment, and administrative responsibilities. Effective planning, prioritization, and purposeful time allocation are associated with improved work performance and productivity (Aguasa & Ching, 2025; Battad, 2024). Furthermore, Adamu and Amina (2025) examined planning and organizing as essential time management practices in relation to organizational development in educational institutions. Organized time management also enables teachers to maintain instructional pacing, provide timely feedback, address learners' needs, and accomplish school requirements (Satuoquia & Espiritu, 2025). Time management practices encompass Planning and Scheduling of Tasks, Prioritization of Responsibilities, and Meeting Deadlines. These practices support instructional preparedness, professional discipline, and the efficient completion of teaching-related responsibilities. Effective time allocation also promotes organized classroom routines, student participation, and meaningful learning experiences (Ishak et al., 2025). Furthermore, managing instructional and administrative responsibilities through systematic planning helps teachers minimize workload-related stress, prevent unnecessary delays, and maintain instructional quality (Battad, 2024; Satuoquia & Espiritu, 2025). This study examined the relationship between time management practices and teaching effectiveness among junior high school teachers at Bartolome and Manuela Pañares Memorial National High School in Poblacion, Barili, Cebu. It sought to establish an empirical basis for developing a Time Management Enhancement Plan for Teachers that supports professional development, organized instructional practices, and sustained teaching effectiveness.

Research Problem

Junior high school teachers encounter competing instructional and non-instructional responsibilities, including Lesson Preparation, classroom instruction, assessment, documentation, meetings, and extracurricular assignments. Inefficient time allocation may result in delayed lesson delivery, rushed discussions, limited student participation, unfinished learning activities, and delayed assessment feedback, thereby compromising teaching effectiveness (Ishak et al., 2025). Dohino and Ruales (2026) emphasized the relevance of teachers' time management to teaching effectiveness and students' academic performance; Aguasa and Ching (2025) associated effective time management with increased teacher productivity; and Ishak et al. (2025) identified inadequate classroom time allocation as a factor affecting learning effectiveness and engagement. Appropriate time allocation consequently supports Lesson Preparation, Classroom Management, Instructional Delivery, and Assessment of Student Learning (Dohino & Ruales, 2026; Ishak et al., 2025). Despite existing Department of Education (DepEd, 2024a, 2024c) workload policies intended to protect instructional time, teachers continue to balance classroom responsibilities with curriculum planning, assessment preparation, homeroom guidance, documentation, and other school-related duties. At Bartolome and Manuela Pañares Memorial National High School, these competing responsibilities highlight the need for school-based interventions responsive to teachers' actual working conditions. The research addressed the gap in localized empirical evidence concerning the relationship between Planning and Scheduling of Tasks, Prioritization of Responsibilities, and Meeting Deadlines and the five dimensions of teaching effectiveness: Teaching Behavior, Lesson Preparation, Classroom Management, Instructional Delivery, and Assessment of Student Learning. Addressing this gap provides a foundation for developing an evidence-based Time Management Enhancement Plan.

Assumptions of the Study

The study assumed that effective time management practices contribute to teaching effectiveness by enabling teachers to organize tasks, prioritize responsibilities, schedule activities, and meet deadlines efficiently. These practices are expected to support Teaching Behavior, Lesson Preparation, Classroom Management, Instructional Delivery, and Assessment of Student Learning. Furthermore, the study assumed that teachers' ability to regulate their work habits, establish instructional goals, and allocate time according to task importance is associated with their performance of professional responsibilities. However, consistent with its descriptive-correlational research design, the study examined statistical relationships rather than establishing direct causal effects between time management practices and teaching effectiveness. Accordingly, the null hypothesis (H_{01}), which states that there is no significant relationship between the level of utilization of time management practices and the level of teaching effectiveness of junior high school teachers, was tested at the 0.05 level of significance.

Objectives of the Study

The study aimed to assess the relationship between time management practices and teaching effectiveness among junior high school teachers at Bartolome and Manuela Pañares Memorial National High School, Poblacion, Barili, Cebu, during Term 1 of School Year 2026-2027, as a basis for developing a Time Management Enhancement Plan for Teachers. Specifically, it sought to describe the demographic profile of the respondents in terms of age, gender, highest educational attainment, years of teaching experience, number of relevant trainings/seminars attended, and position/rank; determine the level of utilization of time management practices in terms of Planning and Scheduling of Tasks, Prioritization of Responsibilities, and Meeting Deadlines; and assess the level of teaching effectiveness in terms of Teaching Behavior, Lesson Preparation, Classroom Management, Instructional Delivery, and Assessment of Student Learning. Furthermore, the study sought to determine whether a significant relationship exists between time management practices and teaching effectiveness, identify the problems encountered by the respondents in managing their time and performing teaching responsibilities, and develop a proposed Time Management Enhancement Plan for Teachers based on the findings of the study.

Conceptual and Theoretical Framework

The original thesis is anchored primarily in Lakein's (1973) Time Management Theory, supported by Bandura's (1991) Social Cognitive Theory of Self-Regulation and Locke and Latham's (2002) Goal-Setting Theory of Motivation. Lakein's A-B-C prioritization approach emphasizes organizing tasks according to importance and urgency, enabling teachers to plan schedules, prioritize responsibilities, and meet deadlines. Meanwhile, self-regulation involves self-observation, judgment, and self-reaction (Bandura, 1991), allowing teachers to monitor and improve their work habits. Locke and Latham's theory emphasizes clear goals and deadlines to enhance professional performance and task completion. The original legal bases are DepEd Order No. 42, s. 2016 and DepEd Order No. 005, s. 2024. DepEd Order No. 42, s. 2016 establishes guidelines for daily Lesson Preparation under the K to 12 Basic Education Program, emphasizing systematic instructional planning (Department of Education [DepEd], 2016). As supplementary policy context, DepEd Order No. 010, s. 2024 establishes policy guidelines for implementing the MATATAG Curriculum, providing directions for instructional planning, curriculum delivery, and Assessment of Student Learning (DepEd, 2024b). The original workload policy, DepEd Order No. 005, s. 2024 promotes workload rationalization and compensation for teaching overload (DepEd, 2024c). Another supplementary policy, DepEd Order No. 002, s. 2024, directs the removal of administrative tasks from public school teachers (DepEd, 2024a). These policies provide contextual guidance for instructional planning and workload management; their implementation and effects were not evaluated in this study. Empirically, Dohino and Ruales (2026) associated

teachers' time management with students' academic performance, while Aguasa and Ching (2025) linked it to teacher performance. Similarly, Ishak et al. (2025) emphasized its relevance to classroom learning effectiveness. These foundations support examining Planning and Scheduling of Tasks, Prioritization of Responsibilities, and Meeting Deadlines in relation to Teaching Behavior, Lesson Preparation, Classroom Management, Instructional Delivery, and Assessment of Student Learning. The identified relationships serve as the basis for developing a Time Management Enhancement Plan for Teachers.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

As supplementary context beyond the original thesis framework, the findings have contextual relevance to the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) (United Nations, 2015). In relation to SDG 4, the proposed Time Management Enhancement Plan for Teachers may support professional development and organized instructional practices, consistent with the goal of quality education. In relation to SDG 8, the reported workload and scheduling challenges highlight the relevance of manageable working conditions. These connections are implications of the findings rather than measured SDG outcomes. The study did not assess SDG indicators, policy implementation, or the effectiveness of the proposed plan..

2. METHODOLOGY

Research Design

The study utilized a quantitative descriptive-correlational research design. The descriptive component examined the respondents' demographic profiles, levels of time management practices and teaching effectiveness, and problems encountered. The correlational component determined the significant relationships between time management practices and teaching effectiveness without manipulating the variables.

Research Locale or Study Setting

The study was conducted at Bartolome and Manuela Pañares Memorial National High School, Poblacion, Barili, Cebu, during Term 1 of School Year 2026-2027. The school offers junior and senior high school programs and has 58 classrooms. The junior high school department was selected because teachers manage multiple instructional, assessment, administrative, homeroom, and co-curricular responsibilities, making it an appropriate setting for examining time management practices and teaching effectiveness.

Participants or Data Sources

The respondents consisted of all 65 junior high school teachers from the school's total population of 97 teachers. Total enumeration was employed to ensure representation of the target population. The respondents comprised 16 Grade 7 teachers, 16 Grade 8 teachers, 17 Grade 9 teachers, and 16 Grade 10 teachers.

Research Instruments or Materials

The study utilized a survey questionnaire adapted from the Time Management Questionnaire of Alay and Koçak (2002) and the Teacher Effectiveness Scale of Calaguas (2013). The questionnaire was reviewed and modified to align with the research objectives and variables. The instrument consisted of four parts. Part I gathered the respondents' demographic profiles, including age, gender, highest educational attainment, years of teaching experience, relevant trainings/seminars attended, and position/rank. Part II, adapted from Alay and Koçak's (2002) Time Management Questionnaire, measured Planning and Scheduling of Tasks, Prioritization of Responsibilities, and Meeting Deadlines. Part III, adapted from Calaguas (2013), assessed

Teaching Behavior, Lesson Preparation, Classroom Management, Instructional Delivery, and Assessment of Student Learning. Part IV identified the problems encountered by the respondents regarding time management and teaching effectiveness.

Data Gathering Procedure

The researcher secured approval of the request letter and permission from the school principal before conducting the study. Upon approval, the researcher coordinated the data collection schedule and informed the respondents about the study's purpose, questionnaire instructions, and voluntary participation. After obtaining informed consent, the questionnaire was administered through Google Forms, allowing respondents one week to complete and submit their responses. The collected data were checked for completeness, encoded, analyzed, and interpreted to establish the basis for the proposed Time Management Enhancement Plan for Teachers.

Data Analysis

Frequency counts and percentages were used to describe the respondents' demographic profiles, while weighted means were employed to determine the levels of utilization of time management practices and teaching effectiveness. The Pearson Product-Moment Correlation Coefficient (r) was used to determine significant relationships between time management practices and teaching effectiveness at the 0.05 level of significance. Analysis of Variance (ANOVA) was identified as the statistical procedure for determining significant differences in teaching effectiveness when respondents were grouped according to demographic characteristics involving more than two groups, while an appropriate t-test was designated for comparisons involving two groups, when applicable. The decision criterion for ANOVA involved comparing the computed F-value with the tabular F-value at the 0.05 level of significance. However, no corresponding ANOVA or t-test results were reported in the study; therefore, demographic profiles were interpreted descriptively, and no conclusions regarding significant differences in teaching effectiveness across demographic groups were drawn. Thematic analysis was employed to categorize the respondents' open-ended responses into common themes reflecting the challenges encountered in managing time and performing teaching responsibilities. A five-point scale was employed to interpret time management practices, with mean ranges of 4.20–5.00 classified as Always Practiced, 3.40–4.19 as Often Practiced, 2.60–3.39 as Sometimes Practiced, 1.80–2.59 as Rarely Practiced, and 1.00–1.79 as Never Practiced. Teaching effectiveness was interpreted using corresponding mean ranges classified as Very Highly Effective, Highly Effective, Moderately Effective, Less Effective, and Not Effective, respectively. The descriptive, correlational, and thematic findings served as the empirical basis for developing the proposed Time Management Enhancement Plan for Teachers.

Ethical Considerations

Ethical principles were observed throughout the study through voluntary participation, informed consent, confidentiality, and protection of respondents' privacy. Participants were informed of the study's purpose and assured that their responses would be used exclusively for academic purposes. All collected data were stored in a protected file accessible only to the researcher.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

3.1.1 Age

Most respondents were aged 41–45 years (35.4%), followed by 26–30 years (27.7%), 31–35 years (13.8%), 36–40 years (9.2%), 20–25 years (7.7%), and 50 years and above (6.2%). The mean age

was 36.19 years (SD = 8.67), indicating representation across different career stages. The findings reflect the experiences of both younger and mid-career teachers. Previous studies identified significant differences in instructional time management according to age (Mendigorin, 2026) and in professionalism and teaching effectiveness across age groups (Balabal & Canuto, 2026). However, the present study did not examine age-related differences. Battad (2024) emphasized the relationship between time management practices and workload attitudes, supporting flexible enhancement strategies responsive to teachers' working conditions.

3.1.2 Gender

Female respondents constituted the majority, with 54 teachers (83.1%), while male respondents accounted for 11 teachers (16.9%). The predominance of female teachers indicates that the findings largely reflect their professional experiences. Female teachers reportedly spend more time on care work (Paquibot et al., 2025), while women's time management scores have improved over recent decades (Aeon et al., 2021). Similar female-dominated respondent groups were reported in local studies (Mendigorin, 2026; Satuoquia & Espiritu, 2025). Considering women's additional care responsibilities (Paquibot et al., 2025), realistic scheduling within official working hours is consistent with workload rationalization guidelines (DepEd, 2024c). Nevertheless, gender-related differences were not tested, and the enhancement plan should remain accessible to all teachers.

3.1.3 Highest Educational Attainment

Most respondents had earned master's units (70.8%), followed by bachelor's degree holders (18.5%), master's degree holders (9.2%), and doctoral degree holders (1.5%). Overall, 81.5% had pursued graduate-level education, although only 10.8% had completed graduate degrees. The findings indicate substantial engagement in continuing professional development. Graduate education is associated with career advancement (Paquibot et al., 2025), while Balabal and Canuto (2026) reported higher self-assessed teaching effectiveness among master's degree holders. However, Paquibot et al. (2025) identified workload and financial constraints as barriers to graduate education. Although the reasons for degree non-completion were not examined, these challenges may affect teachers' academic progression, as indicated by Paquibot et al. (2025). Professional development initiatives should therefore support realistic scheduling of academic and teaching responsibilities.

3.1.4 Years of Teaching Experience

Teachers with 7–9 years and 16 years or more of experience each accounted for 24.6%, followed by those with 0–3 years (23.1%), 4–6 years (12.3%), 13–15 years (10.8%), and 10–12 years (4.6%). The mean teaching experience was 9.25 years (SD = 5.71). The distribution reflects diverse professional experiences and established work routines. Graham et al. (2020) found no evidence of lower teaching quality among beginning teachers compared with experienced teachers, whereas Balabal and Canuto (2026) associated teaching experience with professional competencies. Similarly, Satuoquia and Espiritu (2025) identified years of service as significantly related to time management practices. Although experience-related differences were not tested in the present study, peer mentoring and collaborative learning may support teachers at different career stages.

3.1.5 Number of Relevant Trainings/Seminars Attended

Most respondents had attended 16 or more relevant trainings or seminars (35.4%), followed by those attending 1–5 (33.8%), 6–10 (21.5%), and 11–15 (9.2%). The findings indicate varying levels of participation in professional development. Sancar et al. (2021) emphasized continuous, collaborative, and context-responsive professional development, while Satuoquia and Espiritu (2025) recommended teacher training to address time management challenges. The varied training exposure suggests that enhancement activities should accommodate different professional development needs. Consistent with Sancar et al. (2021), collaborative school-based training with follow-up support may strengthen teachers' time management competencies.

3.1.6 Position/Rank

Teacher I constituted the majority of respondents (58.5%), followed by Teacher III (40.0%) and Teacher II (1.5%). The findings reflect the experiences of predominantly entry-rank teachers alongside a substantial proportion of senior-ranked teachers. The Expanded Career Progression System emphasizes qualifications and professional standards in career advancement (Office of the President of the Philippines, 2022). Mendigorin (2026) also identified significant differences in instructional time management according to teaching position. Although rank-related differences were not examined, the distribution supports involving experienced teachers in peer mentoring and collaborative planning.

3.2 Level of Utilization of Time Management Practices

3.2.1 Planning and Scheduling of Tasks

Planning and Scheduling of Tasks obtained an overall mean of 4.29 (SD = 0.70), interpreted as Always Practiced. Preparing daily work schedules and adjusting schedules when unexpected tasks occurred received the highest ratings (M = 4.57 each), followed by advance preparation of lessons and instructional materials (M = 4.49). Beginning work without planning received the lowest rating (M = 3.12), interpreted as Sometimes Practiced. The findings indicate established planning routines, although consistent pre-task planning requires reinforcement. Aeon et al. (2021) associated time management with job performance and well-being, while Satuoquia and Espiritu (2025) identified inconsistencies in teachers' planning practices. Strengthening daily and weekly scheduling, utilizing planning tools, and allocating time for unexpected responsibilities may sustain effective planning practices.

3.2.2 Prioritization of Responsibilities

Prioritization of Responsibilities obtained an overall mean of 4.46 (SD = 0.65), interpreted as Always Practiced. Identifying urgent tasks and prioritizing activities with the greatest impact on student learning received the highest ratings (M = 4.71 each). However, working on less important tasks first obtained a mean of 3.48, interpreted as Often Practiced. The findings demonstrate strong prioritization practices, although teachers occasionally attend to less important responsibilities before essential tasks. Battad (2024) identified a moderate positive relationship between workload attitudes and time management practices. Furthermore, policies on removing administrative tasks and rationalizing teachers' workload emphasize protecting instructional responsibilities (DepEd, 2024a, 2024c). Strengthening systematic prioritization may help teachers maintain focus on essential instructional tasks.

3.2.3 Meeting Deadlines

Meeting Deadlines obtained an overall mean of 4.48 (SD = 0.58), interpreted as Always Practiced. Starting important tasks in advance received the highest rating (M = 4.54), followed by adjusting schedules when unexpected responsibilities arose (M = 4.52) and organizing workload in advance (M = 4.51). Regularly checking task progress received the lowest rating (M = 4.34), although it remained Always Practiced. The findings indicate consistent deadline management through advance preparation and schedule adjustment. Dumančić (2025) identified administrative and assessment responsibilities as triggers of procrastination, while Aeon et al. (2021) associated effective time management with performance and well-being. Establishing intermediate deadlines and conducting regular progress checks may sustain timely task completion and minimize last-minute workload pressures.

3.3 Level of Teaching Effectiveness

3.3.1 Teaching Behavior

Teaching Behavior obtained an overall mean of 4.49 (SD = 0.59), interpreted as Very Highly Effective. Observing ethical conduct (M = 4.74), adhering to professional norms (M = 4.71), and respecting others (M = 4.69) received the highest ratings. Interacting with students outside class hours (M = 4.20) and demonstrating grace under pressure (M = 4.22) received the lowest ratings. The findings demonstrate strong professional and ethical conduct, although interpersonal availability and composure under pressure may require reinforcement. Paschal (2023) emphasized ethical standards in teacher professionalism, while Balabal and Canuto (2026) identified professionalism as an essential domain of teaching competence. Reflective practice, collegial support, and organized workload management may sustain positive Teaching Behavior.

3.3.2 Lesson Preparation

Lesson Preparation obtained an overall mean of 4.41 (SD = 0.58), interpreted as Very Highly Effective. Announcing requirements in advance received the highest rating (M = 4.58), followed by effective utilization of instructional materials and selection of relevant strategies (M = 4.48 each). Utilizing varied instructional strategies received the lowest rating (M = 4.26). The findings indicate strong instructional preparedness, although flexibility and variety in teaching strategies may require additional attention. König et al. (2020) emphasized lesson planning as a professional competence, while Mok and Staub (2021) recognized lesson planning and instructional clarity as essential teaching skills. Satuoquia and Espiritu (2025) identified limited planning time and multiple lesson preparations as time management challenges. Protected preparation periods and collaborative resource sharing may support more varied instructional strategies.

3.3.3 Classroom Management

Classroom Management obtained an overall mean of 4.67 (SD = 0.50), interpreted as Very Highly Effective, making it the highest-rated teaching effectiveness dimension. Setting classroom rules received the highest rating (M = 4.82), interpreted as Very Highly Effective, followed by respecting and accepting students and considering their moral development (M = 4.78 each). Managing classroom time obtained a mean of 4.52, while avoiding yelling at students received the lowest rating (M = 4.03), interpreted as Highly Effective. The findings indicate strong Classroom Management characterized by respectful relationships and clear expectations. Egeberg et al. (2021) associated effective Classroom Management with positive teacher–student

relationships, clear boundaries, and learner engagement. These findings are consistent with the characteristics identified by Egeberg et al. (2021), although calm and non-threatening responses to challenging learner behavior may require reinforcement.

3.3.4 Instructional Delivery

Instructional Delivery obtained an overall mean of 4.56 (SD = 0.55), interpreted as Very Highly Effective. Connecting lessons to real-life situations (M = 4.69), clarifying difficult concepts (M = 4.68), and answering students' questions (M = 4.65) received the highest ratings. Incorporating creativity (M = 4.46) and teaching multiple academic subjects (M = 4.43) received comparatively lower ratings. The findings demonstrate effective contextualization, content explanation, and responsiveness to learners. Zheng (2021) identified teacher clarity as a predictor of academic engagement, while Satuoquia and Espiritu (2025) emphasized administrative workload and limited preparation time as challenges to Instructional Delivery. Mok and Staub (2021) reported positive effects of coaching, mentoring, and supervision on instructional planning and clarity. These findings highlight the relevance of efficient time allocation in sustaining organized and responsive instructional practices (Satuoquia & Espiritu, 2025). Protected preparation time and peer coaching may sustain engaging and varied instructional practices.

3.3.5 Assessment of Student Learning

Assessment of Student Learning obtained an overall mean of 4.59 (SD = 0.51), interpreted as Very Highly Effective. Encouraging students to raise questions received the highest rating (M = 4.71), followed by providing examples that facilitate understanding (M = 4.66) and relevant learning activities (M = 4.62). Providing activities for intellectual development received the lowest rating (M = 4.43). The findings indicate effective assessment practices through questioning, relevant examples, and learning activities. Wisniewski et al. (2020) emphasized the positive contribution of meaningful feedback to student learning, while Satuoquia and Espiritu (2025) identified inconsistencies in timely feedback and returning student outputs. Considering the importance of feedback quality (Wisniewski et al., 2020), aligning assessment schedules with lesson plans and allocating sufficient time for higher-order learning activities may sustain assessment effectiveness.

3.4 Significant Relationship Between Time Management Practices and Teaching Effectiveness

3.4.1 Planning and Scheduling of Tasks

Planning and Scheduling of Tasks was significantly associated with Assessment of Student Learning ($r = .418$, $p = .001$) and Lesson Preparation ($r = .302$, $p = .015$). However, no significant relationships were established with Teaching Behavior, Classroom Management, or Instructional Delivery. The findings indicate that Planning and Scheduling of Tasks is particularly relevant to responsibilities requiring preparation beyond classroom instruction. Aeon et al. (2021) identified a moderate relationship between time management and job performance, while local studies examined time management in relation to Instructional Delivery (Satuoquia & Espiritu, 2025) and learners' academic performance (Mendigorin, 2026). Strengthening planning routines may therefore support Lesson Preparation and assessment practices.

3.4.2 Prioritization of Responsibilities

Prioritization of Responsibilities was significantly associated with Assessment of Student Learning ($r = .510$, $p < .001$), Teaching Behavior ($r = .475$, $p < .001$), Lesson Preparation ($r = .403$, $p = .001$), and Instructional Delivery ($r = .282$, $p = .023$). No significant relationship was established with Classroom Management. The findings indicate that prioritization demonstrated the strongest associations with teaching effectiveness among the three time management dimensions. Identifying essential responsibilities and completing high-priority tasks may support teachers in managing instructional and assessment requirements. However, these relationships indicate statistical associations rather than direct causal effects.

3.4.3 Meeting Deadlines

Meeting Deadlines was significantly associated with Lesson Preparation ($r = .408$, $p = .001$), Instructional Delivery ($r = .400$, $p = .001$), Assessment of Student Learning ($r = .277$, $p = .025$), and Teaching Behavior ($r = .269$, $p = .030$). No significant relationship was established with Classroom Management. The findings suggest that timely task completion is associated with several dimensions of teaching effectiveness. Overall, Lesson Preparation and Assessment of Student Learning were significantly associated with all three time management practices, whereas Classroom Management showed no significant relationship with any of them. These findings are consistent with the moderate relationship between time management and job performance reported by Aeon et al. (2021). Consequently, the enhancement plan should strengthen planning, prioritization, and deadline management while recognizing that the observed relationships do not establish causation.

3.5 Challenges Encountered by the Respondents

3.5.1 Managing Diverse Learner Behaviors and Classroom Needs

The respondents identified differences in learners' personalities, learning paces, classroom behavior, failure to follow instructions, frequent absenteeism, and unauthorized departure from classrooms as challenges affecting their teaching responsibilities. Addressing these concerns required additional instructional time and individualized attention. The findings highlight the importance of flexibility in managing instructional time and responding to diverse learner needs. Hatmanto and Rahmawati (2023) identified time constraints, diverse learner needs, limited resources, and Classroom Management difficulties as challenges in implementing differentiated instruction. They emphasized flexible scheduling, prioritization, and collaborative practices in addressing these concerns. Appropriate Classroom Management strategies and effective time allocation may help teachers address behavioral concerns while maintaining sufficient time for Lesson Preparation and Instructional Delivery.

3.5.2 Time Constraints and Disruptions in Instructional Activities

The respondents reported insufficient instructional time, class suspensions due to calamities, extensive learning competencies, and unexpected interruptions. Learners requiring additional guidance and practice also presented challenges in completing instructional activities within allocated periods. These findings indicate the importance of flexible scheduling, prioritization of essential learning competencies, and adjustment of instructional strategies. Strengthening time management practices may help teachers respond to unexpected disruptions while maintaining instructional quality.

3.5.3 Balancing Instructional Responsibilities and Administrative Workload

The respondents experienced difficulties balancing Lesson Preparation, classroom instruction, assessment, instructional material development, and administrative reporting. Ancillary tasks, unexpected meetings, urgent reports, overlapping deadlines, additional assignments, and student and parent concerns frequently disrupted planned schedules. Some teachers also reported extending their work beyond school hours and experiencing difficulty balancing professional and personal responsibilities. The findings demonstrate that competing instructional and administrative demands create workload and time management challenges. Similar concerns were examined by Medez (2024) in relation to additional workloads and the performance of public secondary school teachers, while Tarraya (2024) highlighted the implications of excessive workloads for teachers' effectiveness and efficiency. IDinsight (2025) further identified ancillary responsibilities, insufficient support personnel, and limited instructional resources as systemic factors contributing to teachers' workload. Meanwhile, Zerna (2025) examined teachers' perspectives on the implementation of workload rationalization and teaching overload policies. Adequate institutional support and manageable workloads are essential considerations in addressing teachers' workload challenges and sustaining instructional effectiveness (IDinsight, 2025; Tarraya, 2024). Effective planning, prioritization, deadline management, and institutional support may help teachers manage their responsibilities without compromising instructional quality, timely assessment feedback, and individualized learner support.

3.5.4 Limited Instructional Resources and Technological Challenges

The respondents reported limited teaching materials, insufficient technological devices, unstable internet connectivity, incompatible presentation equipment, and difficulties using modern technology. Multiple professional responsibilities also reduced the time available for preparing engaging instructional materials. The findings indicate that inadequate resources and technological difficulties may affect teachers' time allocation, Lesson Preparation, and Instructional Delivery. Providing sufficient instructional resources, strengthening technological competencies, and adopting efficient preparation strategies may help teachers maximize available time and sustain teaching effectiveness.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the 65 junior high school teachers at Bartolome and Manuela Pañares Memorial National High School generally demonstrated consistent time management practices and perceived themselves as very highly effective across all teaching effectiveness dimensions. Classroom Management was the highest-rated dimension (M = 4.67), with setting classroom rules as its highest-rated indicator (M = 4.82). However, beginning tasks without sufficient planning, attending to lower-priority responsibilities, and managing competing workloads remained areas requiring attention. Significant relationships were established between Planning and Scheduling of Tasks and both Lesson Preparation and Assessment of Student Learning, while Prioritization of Responsibilities and Meeting Deadlines were significantly associated with several dimensions of teaching effectiveness. Conversely, Classroom Management showed no significant relationship with any of the three time management practices, indicating that teaching effectiveness cannot be explained by time management alone. These findings reinforce the relevance of task organization, self-regulation, and goal setting in managing professional responsibilities without establishing causation. The study provides an empirical foundation for

the proposed Time Management Enhancement Plan for Teachers to address identified challenges and sustain effective instructional practices.

The Department of Education may strengthen professional development and workload management initiatives that protect teachers' time for instructional planning, classroom instruction, assessment, and required documentation. School administrators and department heads are encouraged to implement the proposed Time Management Enhancement Plan, subject to available resources and institutional review, emphasizing protected planning time, coordinated deadlines, workload mapping, and regular monitoring. Teachers should maintain effective time management practices through structured weekly schedules, clear priority lists, progress monitoring, and realistic schedule adjustments while prioritizing essential instructional and assessment responsibilities. Students are encouraged to observe classroom schedules, comply with submission deadlines, and participate responsibly in learning activities. The researcher may monitor and evaluate the implementation of the enhancement plan in collaboration with school personnel to ensure its responsiveness to actual workload conditions. Future researchers may examine similar relationships across diverse educational settings and investigate additional factors associated with teaching effectiveness, particularly Classroom Management.

The study was limited to 65 junior high school teachers at Bartolome and Manuela Pañares Memorial National High School, Poblacion, Barili, Cebu, during Term 1 of School Year 2026-2027, restricting the generalizability of its findings to other educational settings. The descriptive-correlational design established statistical associations rather than causal relationships. Furthermore, the study relied on respondents' self-reported time management practices and perceived teaching effectiveness rather than direct classroom observations. The analysis focused on the specified dimensions without examining other factors potentially associated with teaching effectiveness. Future studies may address these limitations through broader samples, diverse school settings, additional variables, and complementary assessment methods.

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