



TIME MANAGEMENT SKILLS AND WORK PERFORMANCE OF JUNIOR HIGH SCHOOL TEACHERS IN BALAYAN SUB-OFFICES

EMELIANA S. ARELLANO
Master of Arts in Education
Major in Educational Administration
Rizal College of Taal, Inc.
emeliana.arellano@deped.gov.ph

ABSTRACT

This study examined the time management skills and work performance of junior high school teachers in the Balayan sub-offices, focusing on planning and prioritization, goal setting, meeting deadlines, and avoidance of procrastination. Results indicate that teachers possess a generally very high level of time management skills across all examined domains. Among these, avoidance of procrastination ranked highest, reflecting strong self-regulation, task initiation, and sustained focus. Meeting deadlines and goal setting likewise demonstrated very high levels, highlighting teachers' reliability, clarity of goals, and consistent attainment of targets. Planning and prioritization, while still rated at a high extent, ranked lowest, suggesting a need for more systematic application of prioritization strategies.

Teachers' work performance was also assessed along with efficiency and productivity, time management, goal achievement, and work-life balance, all of which were rated at a very high extent. Time management emerged as the strongest dimension, while work-life balance ranked lowest, indicating ongoing challenges related to workload and administrative demands.

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

April 2026

Available online at <https://www.instabrightgazette.com>



A statistically significant and strong relationship was found between time management skills and overall work performance, leading to the rejection of the null hypothesis.

School initiatives were perceived as highly supportive, especially those promoting collaboration, clear expectations, and positive time-use culture. Finally, the proposed action plan, Project MINUTE, was found to be relevant and feasible, offering an evidence-based approach to further strengthen planning, prioritization, administrative efficiency, and teacher well-being while sustaining high performance.



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