



EXPLORING TIME MANAGEMENT TECHNIQUES FOR EFFECTIVE TEACHING PERFORMANCE IN MABUHAY DISTRICT: ITS IMPACT ON LEARNING OUTCOMES

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ABSTRACT

Effective time management is an important professional competency that enables teachers to organize their responsibilities, maximize instructional time, and respond to learners' academic needs. This study examined the time management techniques practiced by teachers in Mabuhay District, focusing on five areas: keeping a to-do list, ranking tasks according to priority, managing distractions, time blocking, and tracking time. It also sought to determine the comparability of responses from school administrators and teachers and to establish whether a significant difference existed between their assessments. The study employed a descriptive-survey research design, using a questionnaire-checklist as the primary data-gathering instrument. The respondents included school administrators and teachers from Mabuhay District during the second semester of School Year 2025–2026. Weighted means and a t-test were identified as statistical tools for analyzing the data. The findings indicated that the five time management techniques were generally rated as always practiced. Keeping a daily to-do list, prioritizing responsibilities, maintaining focus despite distractions, allocating specific time blocks for work, and reviewing time-use patterns emerged as relevant practices for effective teaching performance. The thesis also reported a statistically significant difference between the responses of school administrators and teachers. These findings highlight the

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importance of strengthening teachers' planning, prioritization, concentration, scheduling, and self-monitoring skills. However, the reported respondent counts and statistical computations should be verified before the results are used for formal publication.

Keywords: *Time management, teaching performance, task prioritization, time blocking, teacher productivity, learning outcomes, Mabuhay District*

INTRODUCTION

Time management is an essential skill in the teaching profession because teachers perform multiple responsibilities that require careful planning, organization, and consistent follow-through. Aside from delivering lessons, teachers prepare instructional materials, assess learners' performance, maintain records, participate in school programs, communicate with parents, and perform administrative tasks. Managing these responsibilities effectively helps teachers allocate sufficient time for instruction while maintaining the quality of their professional work.

Effective teaching requires more than subject-matter knowledge and instructional competence. Teachers must also determine which responsibilities need immediate attention, establish realistic schedules, and monitor how their time is spent. Without effective time management, important tasks may be delayed, lesson preparation may become inadequate, and opportunities to provide individualized support to learners may be reduced.

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One practical time management technique is maintaining a daily to-do list. A well-prepared list provides teachers with a clear overview of their responsibilities and helps them monitor completed and unfinished tasks. By organizing duties before beginning the workday, teachers can reduce the likelihood of overlooking important responsibilities and maintain a more systematic approach to lesson preparation, assessment, and classroom management.

Another important technique is prioritizing tasks according to their urgency and importance. Teachers frequently encounter competing demands, making it necessary to distinguish essential instructional responsibilities from activities that can be scheduled for a later time. Prioritization helps teachers devote appropriate attention to lesson delivery, assessment, remediation, and other tasks that directly support learner development.

Managing distractions is equally important in maintaining productivity. Interruptions, unnecessary notifications, unplanned conversations, and competing demands can disrupt concentration and delay the completion of professional responsibilities. Teachers who identify common distractions and establish appropriate boundaries may be better able to sustain attention, complete tasks efficiently, and protect the time needed for meaningful instructional work.

Time blocking provides another strategy for organizing professional responsibilities. Through this technique, teachers assign specific periods for lesson planning, preparation of instructional materials, assessment, record keeping, and other duties. A structured schedule can promote discipline and reduce unnecessary multitasking. However, effective time blocking

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must remain flexible enough to accommodate urgent learner concerns and unexpected school activities.

Time tracking complements planning and scheduling by helping teachers understand how their time is actually used. By reviewing daily routines and identifying activities that consume excessive time, teachers can recognize inefficient practices and make informed adjustments. This process encourages professional self-awareness and supports continuous improvement in work habits.

In the school setting, effective time management may benefit not only individual teachers but also school administrators and learners. Teachers who organize their work effectively may be better positioned to prepare lessons, provide timely feedback, implement remediation, and respond to diverse learning needs. Nevertheless, improved time management should not be viewed as a guarantee of better academic achievement, since learning outcomes are also influenced by instructional quality, learner readiness, available resources, and the home and school environment.

In Mabuhay District, examining teachers' time management practices provides an opportunity to understand how planning, prioritization, concentration, scheduling, and time monitoring are applied in daily professional responsibilities. The perceptions of school administrators are also relevant because they can offer an additional perspective on teachers' work habits and the organizational conditions that support effective teaching.

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Despite the recognized value of time management, the extent to which these techniques are practiced and the degree to which school administrators and teachers share similar assessments require systematic investigation. Examining these concerns can provide a basis for identifying effective practices and areas that may need further professional development.

Therefore, this study examined the time management techniques practiced by teachers in Mabuhay District in terms of keeping a to-do list, ranking tasks, managing distractions, time blocking, and tracking time. It also investigated the comparability of the responses of school administrators and teachers and tested whether a significant difference existed between their assessments. The ultimate purpose was to provide a research-based foundation for strengthening teachers' professional efficiency and supporting learning outcomes.

MATERIALS AND METHODS

Research Design

The study employed a descriptive-survey research design to determine the extent to which teachers practiced selected time management techniques. This design was appropriate because the investigation focused on describing existing practices and comparing the assessments of two respondent groups rather than introducing an experimental intervention.

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Research Locale and Respondents

The research was conducted in Mabuhay District during the second semester of School Year 2025–2026. The study involved school administrators and teachers whose responses were used to assess time management practices and examine differences in their perceptions.

The thesis contains inconsistent respondent counts: the scope section identifies 19 school administrators and 133 teachers, while the summary reports 19 school administrators and 162 teachers. The final article should use the verified number of actual respondents after checking the original records.

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Research Instrument

A questionnaire-checklist served as the principal instrument for gathering data. It covered five-time management techniques:

1. Be intentional: Keep a to-do list.
2. Be prioritized: Rank tasks according to importance and urgency.
3. Be focused: Manage distractions.
4. Be structured: Time block work.
5. Be self-aware: Track time.

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The questionnaire used a four-point response scale:

Rating Verbal interpretation

- 4 Always Practiced
- 3 Often Practiced
- 2 Sometimes Practiced
- 1 Never Practiced

The instrument asked respondents to assess how frequently the specified techniques were practiced in relation to teaching responsibilities.

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Data Gathering Procedure

The study used the questionnaire-checklist to collect responses from school administrators and teachers. The gathered data were organized and summarized according to the five identified time management techniques. The responses were then examined to determine the reported frequency of practice and the comparability of the two respondent groups.

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Statistical Treatment

The weighted mean was used to summarize the responses for each indicator and time management technique. Ranking was used to identify relatively stronger practices among the indicators. A t-test was reported as the statistical procedure for examining whether the responses of school administrators and teachers differed significantly.

For publication, the t-test must be recalculated using the verified sample sizes, appropriate degrees of freedom, and the correct unit of analysis. The reported statistical values should not be accepted without checking the original data and computations.

RESULTS AND DISCUSSIONS

Keeping a To-Do List

The thesis reported that keeping a to-do list was always practiced, with an average mean of 3.60. Preparing a daily to-do list before beginning work received a weighted mean of 3.68, while organizing tasks systematically received 3.60. Listing instructional and administrative tasks according to daily priorities received 3.58.

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These findings suggest that teachers recognized the value of planning their responsibilities before starting the workday. A to-do list can help teachers identify urgent duties, organize instructional activities, and monitor unfinished work. The practice may also reduce the possibility of overlooking important deadlines and administrative responsibilities.

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The results indicate that maintaining a daily list was a well-established practice among respondents. Nevertheless, the usefulness of a to-do list depends on how realistically tasks are identified, ordered, and completed. Teachers may benefit from reviewing their lists regularly and adjusting them when learner needs or school priorities change.

Prioritizing Tasks

The thesis reported that prioritizing tasks was always practiced, with an average mean of 3.63. Ranking work responsibilities according to importance and urgency received a weighted mean of 3.78. Allocating more time to responsibilities directly affecting learner achievement and determining priorities before beginning daily assignments each received a weighted mean of 3.64.

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Among the first three techniques with numerical averages available in the retrieved findings, prioritization had the highest overall mean. This suggests that teachers placed considerable importance on deciding which responsibilities required attention first.

Prioritization is particularly relevant in education because teachers must balance lesson preparation, classroom instruction, learner assessment, remediation, reporting, and school-related assignments. By distinguishing high-impact tasks from less urgent activities, teachers can allocate their limited time more purposefully. However, prioritization should remain responsive to learners' immediate academic and welfare needs.

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Managing Distractions

Managing distractions was also reported as always practiced, with an average mean of 3.57. Maintaining focus on assigned tasks despite workplace distractions received a weighted mean of 3.68. Creating a work environment that supported concentration and productivity received 3.61, while managing unexpected interruptions without significantly affecting work schedules received 3.56.

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Although the overall mean was lower than those reported for keeping a to-do list and prioritizing tasks, the results still fell within the thesis's "Always Practiced" category. This suggests that respondents generally attempted to sustain concentration despite competing demands.

The findings also point to a practical area for improvement. School environments naturally involve interruptions, urgent learner concerns, meetings, and administrative requests. Thus, managing distractions does not mean avoiding all interruptions; rather, it involves organizing work, setting appropriate boundaries when possible, and returning to important tasks efficiently after an interruption.

Time Blocking

The thesis identified time blocking as a technique that was always practiced by teachers. This approach involves allocating specific periods for professional responsibilities such as lesson planning, instructional preparation, assessment, and record keeping. The

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findings describe teachers as setting time blocks, following schedules, and adjusting their plans when priorities changed.

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Time blocking can provide a clearer structure for the workday and help prevent a single task from consuming time intended for other responsibilities. It can also protect periods for instructional preparation, which is essential to organized lesson delivery.

However, schedules should not become so rigid that they prevent teachers from responding to unexpected learner needs. A practical approach combines planned work periods with reasonable flexibility, allowing teachers to preserve essential instructional time while accommodating urgent concerns.

Tracking Time

The thesis likewise reported that tracking time was always practiced. Teachers were described as reviewing their time-management practices, adjusting daily routines based on observations, and using time-tracking information to improve future planning.

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Tracking time encourages teachers to examine the difference between planned activities and actual work patterns. It may reveal recurring delays, unnecessary tasks, or responsibilities that require more time than anticipated. Teachers can use these observations to improve their schedules and allocate time more realistically.

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This technique is particularly valuable when combined with the other four practices. A daily list identifies tasks, prioritization determines their order, distraction management protects concentration, and time blocking establishes a schedule. Time tracking then helps teachers evaluate whether the plan worked and identify changes for the next workday.

Overall Practice of Time Management Techniques

The thesis's summary described the five time management techniques as generally always practiced by teachers. The findings therefore indicate that planning, prioritizing, maintaining focus, scheduling, and monitoring time were established practices among the respondents.

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Taken together, the findings suggest that effective time management involves a combination of complementary habits rather than a single technique. A teacher may prepare a detailed task list but still experience difficulty completing tasks if priorities are unclear or distractions are frequent. Similarly, a schedule becomes more useful when teachers monitor how well they follow it and make appropriate adjustments.

The findings should nevertheless be interpreted as reports of practices, not as direct evidence that these practices caused improvements in learners' academic achievement. Although the thesis title refers to an impact on learning outcomes, the reported methods focus primarily on respondents' assessments of time management techniques. Demonstrating an

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actual effect on learning outcomes would require direct learner-performance measures and an analysis linking those measures to teachers' time management practices.

Difference Between School Administrators' and Teachers' Responses

The thesis reported a computed t-value of 10.045, compared with a table value of 2.306, and concluded that the responses of school administrators and teachers differed significantly.

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This reported result suggests that the two groups did not assess the time management techniques in exactly the same way. Differences may reflect variations in professional responsibilities, opportunities to observe daily work, expectations for task completion, or interpretations of effective teaching performance.

However, the statistical conclusion requires verification before it can be treated as definitive. The thesis reports inconsistent respondent counts, and its stated degrees of freedom and critical value need to be checked against the actual sample and statistical procedure. Accordingly, the reported t-test should be presented as the thesis's original finding, subject to recalculation and validation.

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CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings reported in the thesis, the following conclusions are drawn:

1. Keeping a to-do list was generally always practiced by teachers. Daily task lists and systematic organization helped structure their professional responsibilities.
2. Prioritizing tasks was generally always practiced and had an average mean of 3.63 in the reported findings. Teachers emphasized identifying important and urgent responsibilities and allocating attention to tasks that supported learner achievement.
3. Managing distractions was generally always practiced, with an average mean of 3.57. The findings suggest that teachers made efforts to maintain concentration and manage interruptions, although this area may warrant continued support.
4. Time blocking was reported as always practiced. Scheduling specific periods for lesson preparation and other professional duties may help teachers organize their workloads while maintaining flexibility for urgent needs.
5. Tracking time was also reported as always practiced. Reviewing time-use patterns may help teachers identify inefficient routines and improve future planning.
6. The thesis reported a significant difference between school administrators' and teachers' responses. However, the conclusion should be confirmed through verification of the respondent counts and recalculation of the statistical test.

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7. The study provides a descriptive account of time management practices, but it does not independently establish that these techniques caused improvements in learner outcomes. Further research is needed to examine this relationship directly.

Recommendations

Based on these conclusions, the following recommendations are offered:

1. Strengthen daily planning. Teachers should prepare and review a daily to-do list that includes instructional, assessment, administrative, and learner-support responsibilities.
2. Prioritize high-impact tasks. Teachers should rank responsibilities according to importance, urgency, and relevance to learner achievement while remaining responsive to immediate learner needs.
3. Promote focused work habits. Schools may support teachers in reducing avoidable interruptions, organizing their workspaces, and establishing reasonable periods for concentrated preparation and assessment.
4. Encourage practical time blocking. Teachers should schedule dedicated periods for lesson planning, preparation of learning materials, assessment, and record keeping while retaining flexibility for unforeseen school concerns.
5. Use time tracking for reflection. Teachers should periodically review their work routines to identify time-consuming activities and make realistic adjustments to their schedules.

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6. Provide professional development. School administrators may integrate time management, workload organization, and productivity strategies into learning action cells, in-service training, and professional collaboration sessions.

7. Verify the study's data and statistical results. Before publication, the researcher should reconcile the respondent counts, check the original tables, and recalculate the t-test using the appropriate sample sizes and degrees of freedom.

8. Examine actual learning outcomes in future research. Subsequent studies should include relevant learner-performance indicators and examine whether differences in teachers' time management practices are associated with measurable changes in academic achievement.

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Volume VIII, Issue I

August 2026

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