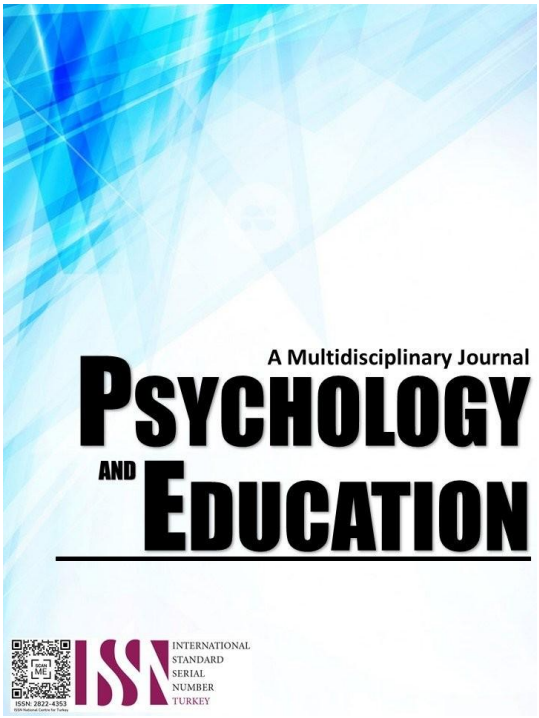
TIME MANAGEMENT PRACTICES OF TEACHERS AND THEIR IMPACT ON INSTRUCTIONAL DELIVERY IN TINAMBAC DISTRICT, DIVISION OF CAMARINES SUR



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 48
Issue 5
Pages: 710-746
Document ID: 2025PEMJ4679
DOI: 10.70838/pemj.480503
Manuscript Accepted: 09-22-2025

Psych Educ, 2025, **48**(5): 710-746, Document ID:2025PEMJ4679, doi:10.70838/pemj.480503, ISSN 2822-4353

Research Article

Time Management Practices of Teachers and Their Impact on Instructional Delivery in Tinambac District, Division of Camarines Sur

Emmylou Satuoquia,* Decimo L. Espiritu
For affiliations and correspondence, see the last page.

Abstract

The study revealed that the demographic profile of teachers in the Tinambac District is predominantly composed of female educators, with the majority aged 31–40 years and holding a bachelor's degree. Most teachers had between 6 and 15 years of service, suggesting a professionally seasoned workforce. This composition has provided a stable foundation for analyzing how time management behaviors manifest across different teacher categories. However, only two profile variables—years in service and grade level/subject handled—were found to have a significant relationship with time management practices. In terms of specific time management practices, the study showed that teachers only "sometimes" engage in effective planning behaviors across various domains. For lesson planning and preparation, practices such as preparing daily lesson logs, aligning objectives with the curriculum guide, and adjusting plans based on student needs were only moderately applied. Similarly, in the area of assessment and feedback, most indicators received low mean scores, as teachers rarely returned outputs promptly or provided timely, constructive feedback. This suggests a disconnect between the intended instructional outcomes and the actual classroom implementation, likely due to time-related constraints. Student engagement indicators showed slightly better results, with teachers "often" encouraging students to ask questions and use group activities. However, other techniques such as integrating games, creating interactive tasks, and promoting student-led activities were only "sometimes" employed, indicating inconsistency in engagement strategies. Similarly, while personal and professional development practices, such as attending training and reflecting on teaching, were occasionally practiced, there was a noticeable lack of commitment to continuous learning, particularly in the areas of graduate studies and work-life balance. Conversely, learning assessment and feedback was the only domain where time management practices were rated "often." Teachers frequently used formative assessments to evaluate students through question-and-answer sessions, adjusting instruction based on the results. These practices reflect a more structured and responsive instructional approach, suggesting that teachers prioritize in-class assessments despite broader time management challenges. This contrast highlights areas of strength that can be leveraged and other areas that require targeted improvement and institutional support. Lastly, teachers identified multiple time-related challenges that impact instructional delivery. Chief among these were excessive administrative tasks, unplanned school activities, large class sizes, and insufficient instructional materials. Additional burdens, such as multiple lesson preparations, a lack of planning time, and personal responsibilities, further stretched teachers' capacity. These findings underscore the need for systemic interventions, both at the school and policy level, to reduce workload pressures and allow teachers to focus on their core instructional responsibilities. The study concludes that time management practices among Tinambac teachers are shaped more by institutional and contextual factors than by personal demographics. Improving instructional delivery in the district will require a combination of teacher training, school-level reforms, and systemic support that reduces external workload and enhances the value placed on preparation, engagement, and feedback practices.

Keywords: *time management, practices, instructional delivery*

Introduction

Time has always been regarded as one of the most invaluable resources in both personal and professional spheres (Acuña, 2023). Across diverse fields and disciplines, the effective use of time determines the extent to which goals and responsibilities are accomplished (Adams, 2019). In the field of education, where a structured flow of activities is paramount, the discipline of time management becomes even more essential. (Adu-Marfo, 2024) As tasks and responsibilities become increasingly multifaceted in the 21st century, the need to plan, prioritize, and execute daily activities within limited hours becomes not only a matter of efficiency but also of necessity (Ahmmed, 2022). The fundamental principle that time is finite, coupled with increasing professional and societal demands, has transformed time management into a crucial skill for individuals worldwide (Azlan, 2020). Moreover, time is not just a tool for productivity—it is a determinant of quality in service delivery, especially in systems that involve human development and learning (Bao, 2020). In educational settings, the ability to manage time effectively has a direct impact on how processes unfold, how relationships are built, and how outcomes are achieved (Barrot, 2021). Instructional delivery, curriculum coverage, student engagement, and the overall classroom experience are just a few aspects that can be significantly influenced by how well time is managed (Bhute, 2021). As the world becomes increasingly fast-paced and information-rich, the challenge is no longer just about access to resources or technological tools, but also about how time is allocated, organized, and utilized effectively to navigate complex environments and responsibilities (Biasutti, 2021).

Globally, the discourse around time management has evolved from personal productivity to institutional and systemic efficiency

(Bonner, 2019). In many countries, time management is recognized as a fundamental component of organizational performance, particularly in sectors that demand consistency, structure, and measurable outcomes—such as education (Callo, 2022). According to a study by the Organisation for Economic Co-operation and Development (OECD), time-on-task is one of the strongest predictors of student performance across participating countries (Davis, 2019). Countries with better instructional time allocation and classroom management tend to report higher academic outcomes in standardized assessments such as PISA (Programme for International Student Assessment) (Dehideniya, 2022). In the education systems of countries like Finland, Singapore, and Japan—often cited for their educational excellence—time management is institutionalized through well-structured school calendars, strategic lesson planning, and professional development programs for educators (Dolce, 2019). These systems emphasize not only the number of instructional hours but also the quality and intentionality of time use (Espina, 2021). For example, in Singapore, teachers receive significant training in both pedagogical strategies and time planning to ensure that learning time is maximized without overburdening students or staff (Fidalgo, 2020). Likewise, in Finland, the focus on student well-being is balanced with a meticulously planned instructional time that ensures deep learning without cramming (Gamage, 2020).

The World Bank and UNESCO have also emphasized the importance of efficient time use in achieving Sustainable Development Goal 4: Quality Education (Gao, 2020). Their reports highlight that wasted instructional time—due to absenteeism, late starts, or inefficient classroom management—leads to learning losses, especially in developing countries (Grønlien, 2021). Additionally, teacher workload, including administrative responsibilities and extracurricular obligations, has been found to impact the time available for lesson planning, assessment, and professional development —all of which are crucial to high-quality teaching (Hodges & Fowler, 2020). Digital transformation in education further underscores the importance of time management (Imran, 2023). The shift to online and hybrid learning models during the COVID-19 pandemic exposed both strengths and weaknesses in how educational systems manage time (Jewett, 2020). While technology has enabled flexibility and access, it has also blurred boundaries between work and personal time, leading to burnout and stress among educators (Joiner & Abbasi, 2021). Effective time management strategies—such as setting digital boundaries, scheduling synchronous and asynchronous sessions, and prioritizing learning outcomes—have become vital to sustaining education in this new normal (Jr., 2019).

Furthermore, international educational research continues to underscore the correlation between teacher time use and student achievement (Kupers, 2022). A 2020 meta-analysis published in the Review of Educational Research revealed that efficient classroom time management is positively associated with student behavioral engagement, academic achievement, and classroom climate (Landrum, 2020). These findings provide a strong rationale for further exploring how educators worldwide allocate and use their time amid growing demands and responsibilities (Lawson & McGuire, 2021). Given this international backdrop, it becomes essential to examine time management not merely as a personal discipline but as a systemic factor in education reform and policy implementation (Lithoxoidou, 2023). The global education landscape requires evidence-based strategies that ensure every instructional minute is aligned with learning goals, particularly in regions where educational outcomes fall below international benchmarks (Makda, 2024).

In the Philippines, time management in education is a central concern for both policymakers and practitioners (Manalo, 2020). The Department of Education (DepEd), the primary government agency overseeing basic education, has issued several policies and memoranda aimed at improving time use in schools (Mohmmed, 2020)—for instance, DepEd Order No. 31, s. The 2012 guidelines prescribe a uniform daily class program and lesson schedule to help ensure optimal learning time per subject (Morrison, 2021). It also mandates a six-hour actual teaching load for public school teachers, with the remaining two hours allotted for instructional preparation and other tasks—a directive aimed at balancing workload and improving time utilization (Moser, 2021). Moreover, the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), which institutionalized the K to 12 Basic Education Program, emphasizes the importance of organized and developmentally appropriate curriculum delivery (Omorobi, 2020). It requires schools to ensure sufficient time allocation for every learning area and provide teachers with adequate planning time to deliver the curriculum effectively (Quezada, 2020). This reform extended the basic education cycle from 10 to 13 years, including kindergarten and two additional years in senior high school, thereby reshaping instructional timeframes and teacher responsibilities (Rice, 2021).

DepEd's National Adoption and Implementation of the Multi-Year Guidelines on the Conduct of the Results-Based Performance Management System (RPMS) further links time management with professional standards (Sainz, 2019). Teachers are evaluated based on Key Result Areas (KRAs) that include instructional delivery, learner engagement, and professional growth. Effective time management, although not always explicitly stated, is intrinsic to meeting these KRAs (Schmid, 2023). In DepEd Order No. 2, s. 2015, for example, instructional supervision and coaching by school heads are encouraged to help teachers manage their time and workload better (Schwartz, 2024). Research studies in the Philippine context, such as those published by the Philippine Journal of Education and local universities, reveal that many Filipino teachers struggle with time management due to competing responsibilities, including administrative paperwork, co-curricular activities, and personal obligations (Scull, 2020). A study by the Philippine Normal University (PNU) reveals that teachers allocate a substantial portion of their working hours to non-teaching tasks, which compromises the quality of lesson preparation and instructional delivery (Tseng, 2019). The pandemic further complicated the time dynamics in Philippine schools. With the rollout of the Basic Education Learning Continuity Plan (BE-LCP) in 2020, teachers had to adjust to modular, online, and blended learning setups (Uzir, 2019). DepEd Memorandum No. 162, s. In 2020, flexible work arrangements and asynchronous instruction were encouraged, but the absence of strict boundaries led to prolonged working hours for many teachers (Weiss, 2020). Although intended to promote flexibility, these changes also exposed the gaps in institutional time management support (Wolters,

2020).

In response to these challenges, various initiatives have been launched to improve time utilization (Xie, 2021). These include school-based management programs, teacher wellness initiatives, and in-service training sessions focusing on time and task management (Acuña, 2023). However, there remains a scarcity of localized, evidence-based studies examining how these efforts translate into improved instructional delivery in the classroom (Adams, 2019). As such, the challenge persists—not only to manage time effectively but also to align time management practices with the overarching goal of quality education (Adu-Marfo, 2024). The Philippine Professional Standards for Teachers (PPST), institutionalized through DepEd Order No. 42, s. 2017 also provides a framework that implicitly calls for effective time use (Ahmmed, 2022). Domains such as Curriculum and Planning, Learning Environment, and Professional Growth require that teachers be competent in organizing tasks, allocating instructional time, and preparing learning materials—all of which demand structured time management (Azlan, 2020). However, these competencies often remain theoretical unless supported by practical strategies, institutional backing, and research-based interventions (Bao, 2020).

In the Tinambac District, under the Division of Camarines Sur, the issue of time management remains a vital concern among educators, school leaders, and stakeholders (Barrot, 2021). As a predominantly rural area with both inland and coastal schools, Tinambac faces unique logistical and contextual challenges that impact time use, including travel time between school sites, limited access to technology, and resource constraints (Bhute, 2021). These factors influence how teachers plan and deliver instruction, particularly in remote or multigrade classrooms that require more preparation and differentiated instruction (Biasutti, 2021). Furthermore, Tinambac schools have been part of the nationwide implementation of the K to 12 program and the Basic Education Learning Continuity Plan (Bonner, 2019). However, anecdotal reports and local supervisory feedback suggest that while teachers are committed to their responsibilities, they often encounter difficulties in balancing lesson preparation, teaching, administrative tasks, and community involvement (Callo, 2022). The lack of localized professional development programs focusing on time management further limits opportunities for teachers to acquire strategies that could enhance their instructional delivery (Davis, 2019).

Despite these challenges, the Tinambac District has demonstrated substantial efforts to uphold DepEd's mandates through school improvement plans and school-based learning action cell sessions (LAC sessions) (Dehideniya, 2022). These platforms serve as avenues for addressing workload-related issues, sharing best practices, and fostering collaboration (Dolce, 2019). However, a closer examination is necessary to understand how time management practices at the school level directly impact the quality of instruction and student learning outcomes in this local context (Espina, 2021).

While several national policies and programs emphasize the importance of instructional time and teacher efficiency, a limited body of empirical research focuses on how time management practices among teachers affect instructional delivery at the local level—particularly in districts such as Tinambac (Fidalgo, 2020). Most studies conducted are either theoretical in nature or limited to urban settings, where resources and support systems are more readily available (Gamage, 2020). There is a gap in contextualized, data-driven studies that explore how teachers in geographically isolated and disadvantaged areas manage their time and how these practices influence the delivery of quality education (Gao, 2020). This study seeks to fill that gap by examining the time management practices of teachers in the Tinambac District and their corresponding impact on instructional delivery (Grønlien, 2021). By generating evidence from the ground level, the research can provide valuable insights to inform school-based policies, professional development programs, and instructional leadership strategies (Hodges & Fowler, 2020). Understanding the nuances of time use in this specific context can help tailor interventions that are both realistic and sustainable, thereby contributing to the broader goal of improving educational outcomes within the Division of Camarines Sur and similar contexts (Imran, 2023).

Research Questions

This study aimed to investigate the time management practices of teachers and their impact on instructional delivery in the Tinambac District, Camarines Sur. Specifically, this study was directed to provide answers to the following questions:

1. What is the profile of teachers in Tinambac District in terms of the following:
    1.1. age;
    1.2. gender;
    1.3. civil status;
    1.4. educational attainment;
    1.5. teaching position;
    1.6. years in service; and
    1.7. grade level/subject area handled?
2. What are the time management practices of teachers in the Tinambac District in terms of the following:
    2.1. lesson planning and preparation;
    2.2. classroom instruction and student engagement;
    2.3. assessment and feedback;
    2.4. administrative and co-curricular responsibilities; and
    2.5. personal and professional development?
3. What is the level of instructional delivery among teachers in Tinambac District in terms of the following:

3.1. lesson clarity and organization;
3.2. student participation and engagement;
3.3. effective use of instructional time;
3.4. learning assessment and feedback; and
3.5. achievement of learning objectives?

4. Is there a significant relationship between the profile of teachers and their time management practices?
5. Is there a significant relationship between teachers' time management practices and the level of instructional delivery?
6. What challenges do teachers in the Tinambac District face in managing their time effectively to ensure quality instructional delivery?

Methodology

Research Design

Descriptive-quantitative research design is a systematic method used to gather quantifiable data to describe characteristics, patterns, and relationships within a population. Studies suggest that this design aims to provide an accurate representation of variables as they naturally exist, without manipulating the environment. It involves the collection of numerical data through instruments such as surveys, questionnaires, or structured observations, allowing researchers to summarize findings statistically. According to methodological literature, descriptive-quantitative research helps identify the "what" of a phenomenon by examining current conditions, behaviors, or practices. It often involves the use of frequencies, percentages, means, and correlations to interpret data patterns across a specific sample or population.

This design is most suitable for the present study, which aims to investigate the time management practices of teachers and their impact on instructional delivery in the Tinambac District, Camarines Sur. The study aimed to measure how often teachers use specific time management strategies and to investigate how these strategies correlate with their effectiveness in delivering instruction. By using a descriptive-quantitative approach, the research can objectively capture trends, compare variables, and analyze the strength of relationships between time management and instructional outcomes across a defined teacher population. This design enables the collection of statistically analyzable data, informing data-driven conclusions. It is suitable for identifying actionable patterns that can be used for policy, training, or instructional improvement.

Respondents

The respondents of this study are public elementary and secondary school teachers currently assigned to the Tinambac District under the Division of Camarines Sur. These teachers are considered the most suitable participants because they are directly involved in instructional delivery and manage their daily teaching responsibilities within the constraints of time and departmental expectations. The selection includes both permanent and contractual teachers across various grade levels and subject areas to ensure that the findings represent a broad range of instructional experiences and time management practices. Their firsthand knowledge and day-to-day experiences in lesson planning, classroom management, assessment, and administrative tasks provide valuable insights for examining the relationship between time management and instructional effectiveness.

To determine the participants, the study will employ a stratified random sampling technique. This method enables the researcher to divide the teacher population into subgroups, or "strata," based on relevant characteristics such as grade level taught (elementary or secondary), years of service, or school location (urban or rural within Tinambac). From each stratum, a random sample will be drawn to ensure fair representation and to reduce sampling bias. This technique is particularly suitable for achieving a more accurate and comprehensive analysis of data, especially when working with a diverse teaching population. It ensures that all subgroups are proportionately represented in the study, allowing for more generalizable findings within the context of the Tinambac District.

Instrument

The primary instrument used in this study is a researcher-designed survey questionnaire, specifically designed to gather data on the time management practices of teachers and their impact on instructional delivery within the Tinambac District, Camarines Sur. This instrument is composed of three main parts. The first part collects demographic and professional profile data of the respondents, including age, gender, years of teaching experience, grade level or subject taught, and school location. The second part assesses the respondents' time management practices using a series of structured statements categorized into key areas such as planning and preparation, prioritization, delegation, use of instructional time, and handling of non-instructional tasks. The third part evaluates the respondents' level of instructional delivery in terms of lesson clarity, classroom engagement, pacing, instructional strategies, and assessment practices. All items are rated using a Likert scale format, ranging from "Strongly Disagree" to "Strongly Agree," to quantify perceptions and behaviors measurably.

The construction of the survey instrument is grounded in a review of existing literature and validated frameworks related to teacher efficiency, time management, and instructional quality. To ensure its validity and reliability, the initial draft of the questionnaire will undergo expert validation by professionals in education, school management, and research. Feedback from these experts was incorporated to refine item clarity, content relevance, and structure. A pilot test was also conducted with a small group of teachers from

a nearby district, not included in the actual study, to measure the internal consistency of the items using Cronbach's Alpha. The use of a researcher-made questionnaire is considered appropriate for this study because it allows the tool to be tailored specifically to the research objectives, the local educational context, and the nuances of the teaching experiences in the Tinambac District. Through this structured instrument, the study aimed to gather comprehensive, reliable, and relevant data that reflect the actual practices and perceptions of teachers regarding time management and instructional delivery.

Procedure

Before collecting the actual data, the researcher first obtained all necessary approvals and permits to conduct the study. A formal request letter was submitted to the Schools Division Superintendent of the Camarines Sur Division and the Public Schools District Supervisor (PSDS) of the Tinambac District, seeking permission to administer the survey among selected public elementary and secondary school teachers. Upon approval, coordination with school heads was conducted to inform them about the study's objectives, scope, and procedures. In parallel, the research instrument—a researcher-made questionnaire—underwent final revisions based on expert validation and pilot testing. Once finalized, copies of the questionnaire were prepared in either printed form or digital format, depending on the most efficient and accessible mode for the respondents. An informed consent form was also prepared, ensuring that all participants voluntarily agreed to take part in the study and fully understood their rights and the confidentiality of their responses.

During the data-gathering phase, the researcher personally distributed the questionnaires to the target teacher-respondents based on the approved stratified random sampling plan. For areas where physical distribution was not feasible due to distance or health protocols, digital copies of the questionnaire were sent through email or messaging platforms, with clear instructions on how to complete and return them. The researcher allocated ample time—usually one to two weeks—for participants to answer the questionnaires at their convenience, while also providing reminders and follow-ups to ensure a high response rate. If questions arose during this process, respondents could seek clarification from the researcher either in person or through available communication channels. The researcher also monitored the progress of questionnaire submissions and maintained close coordination with focal persons in each school to ensure that the process flowed smoothly, ethically, and efficiently.

After the data-gathering period, all collected responses were compiled, organized, and subjected to initial checks for completeness and consistency. Incomplete or improperly answered questionnaires were reviewed to determine whether they could still be included in the data set or should be excluded from the final analysis. The data were then encoded into a spreadsheet or statistical software, preparing it for analysis. Each respondent was assigned a code to maintain anonymity and confidentiality throughout the process. The researcher then proceeded with the tabulation, computation, and statistical treatment of data using appropriate tools such as frequency distribution, mean, weighted average, and correlation analysis. The insights derived from the data were interpreted in light of the study's objectives, leading to conclusions and recommendations that helped improve time management practices and instructional delivery among teachers in the Tinambac District.

Data Analysis

Frequency and Percentage Distribution were used to assess the demographic profiles of the respondents. Weighted Mean was used to determine the impact of teachers' time management practices on instructional delivery in the Tinambac District, Division of Camarines Sur.

The Likert scale was a rating scale that quantitatively assessed opinions, attitudes, or behaviors. In this study, the following measures were employed to assess the impact of teachers' time management practices on instructional delivery in the Tinambac District, Camarines Sur. A Likert Scale was composed of a series of four or more Likert-type items that represented similar questions combined into a single composite score or variable.

The standard deviation was calculated as the square root of the variance, which involved determining the deviation of each data point from the mean. This was used to quantify the amount of variation.

Ethical Considerations

Ethical considerations were essential in ensuring that the research process respected the rights, dignity, and confidentiality of all participants involved. Prior to conducting the study, the researcher sought formal approval from the appropriate authorities, including the Schools Division Superintendent and the Public Schools District Supervisor of Tinambac. Informed consent was obtained from all participants before the administration of the survey questionnaire. The informed consent form explained the purpose of the study, the voluntary nature of participation, the expected duration of involvement, and any potential risks or benefits associated with their participation. Participants were informed that they could withdraw from the study at any point without fear of penalty or consequence. This process ensured that participation was entirely voluntary and based on informed decision-making.

To protect the privacy and anonymity of the respondents, no identifying personal information, such as names, addresses, or employee numbers, was collected. Instead, codes or pseudonyms were used during data encoding and analysis to ensure confidentiality. All completed questionnaires were securely stored—either in a locked cabinet for physical copies or in password-protected digital folders for electronic versions. Access to the data was limited strictly to the researcher and authorized personnel directly involved in the analysis. Once the research was completed and the results were finalized, all raw data were securely disposed of in a manner that

prevented unauthorized access or misuse. These measures were in place to uphold the ethical principle of confidentiality, ensuring that the identity and responses of the teachers involved remained protected throughout the research process.

Moreover, the study upheld the principle of beneficence by ensuring that no harm—physical, psychological, or professional—came to the participants as a result of their involvement. The study did not involve any manipulative procedures or experimental interventions, as it relied solely on a non-invasive, questionnaire-based approach. The results of the research were used solely for academic and policy-related purposes. They were presented in aggregate form to avoid any direct attribution of responses to individual participants or schools. Should the findings have been shared with educational stakeholders, it was done in a manner that promoted constructive dialogue and professional development, rather than criticism or judgment. By adhering to these ethical principles, the study maintained integrity, protected participant welfare, and made a positive contribution to the educational field, particularly in addressing challenges related to time management and instructional delivery among teachers.

Results and Discussion

Profile of Teachers in Tinambac District

Age

Table 1. *Profile of Teachers in Tinambac District in terms of Age*

Indicators	*Frequency*	*Percentage*	*Ranking*
21–30 years old	15	18.75%	3
31–40 years old	25	31.25%	1
41–50 years old	20	25.00%	2
51–60 years old	12	15.00%	4
61 years old and above	8	10.00%	5
Total	80	100%	

The data indicates that the most significant proportion of teachers in Tinambac District falls within the age range of 31 to 40 years old, accounting for 31.25% of the total teaching population. This demographic dominance suggests that the district's teaching workforce is primarily comprised of individuals in their early to mid-career stage. At this age, teachers typically have accrued enough experience to be confident and competent in their instructional methods while still being young enough to maintain high levels of energy, adaptability, and openness to new teaching strategies or administrative directives. This group is likely to exhibit a balance between professional maturity and responsiveness to innovations in education, which could play a crucial role in instructional delivery outcomes.

Following closely behind are teachers in the 41 to 50 age range, who constitute 25% of the respondents. This group likely represents the most professionally seasoned segment of the workforce, often possessing more than a decade or two of teaching experience. Teachers in this bracket may provide a stabilizing influence in their schools, often taking on leadership roles, mentoring newer teachers, and serving as repositories of institutional knowledge. Their presence reinforces continuity and consistency in the district's instructional practices, while also providing valuable support during times of policy shifts or curricular reforms. This demographic's prominence indicates a district that values long-term service and likely benefits from lower turnover rates among its experienced educators. The 21- to 30-year-old age group comprises 18.75% of the teaching population, ranking it third among the age groups. This age bracket is typically characterized by early-career professionals who are either fresh graduates or have only a few years of teaching experience. These teachers are often still developing their classroom management skills, instructional techniques, and familiarity with the curriculum. Despite their relative inexperience, they bring fresh perspectives, a willingness to innovate, and possibly more up-to-date training from recent academic preparation. Their presence in the district may also reflect recruitment strategies aimed at injecting new blood into the teaching workforce, especially in light of increasing enrollment or attrition among older faculty members.

Teachers aged 51 to 60 comprise 15% of the population, ranking fourth. These individuals are in the later stages of their careers and may be approaching retirement within the next several years. Their longevity in the profession suggests a deep commitment to teaching, and they often serve as institutional pillars within their respective schools. However, this group may also face challenges such as reduced adaptability to rapid technological changes or declining physical stamina. Despite these potential limitations, their wealth of experience and developed teaching philosophies continue to contribute positively to instructional delivery, especially in terms of student engagement and content mastery. Lastly, the age group of 61 years old and above comprises the smallest portion of the workforce, at 10%. This group represents a unique cadre of veteran educators who have chosen to remain in the teaching profession beyond the typical retirement threshold. Their continued service can be attributed to a strong personal commitment to education, a sense of purpose, or economic necessity. These teachers may offer unparalleled wisdom and historical perspective, but they could also face greater challenges in adapting to the digital tools and pedagogical shifts required by 21st-century learners. Nevertheless, their role in preserving educational values and traditions is indispensable.

The age distribution suggests a relatively balanced workforce in terms of generational representation, with the majority of teachers falling within the 31-50 age range. This indicates that the district benefits from a strong core of teachers who are neither too inexperienced nor approaching the end of their careers. Such a balance is crucial for ensuring continuity in instructional standards, mentoring programs, and long-term educational planning. The presence of younger teachers also ensures a pipeline of professionals

who can be groomed for leadership roles in the future, mitigating potential leadership vacuums caused by retirement.

The data also reflects broader national and regional trends in teacher demographics, where mid-career professionals often dominate the educational workforce due to both natural career progression and strategic hiring practices. The presence of younger teachers may signal that teacher training institutions in the region are successfully preparing graduates for immediate entry into the public school system. Meanwhile, the retention of older teachers hints at favorable working conditions or intense professional satisfaction among staff, which can contribute to overall school effectiveness and instructional quality. The distribution of ages might also influence professional development strategies and time management practices across the district. For example, younger teachers may require more structured mentorship and training in time management. In comparison, mid-career and older teachers might benefit more from advanced workshops on integrating technology or refining leadership skills. Tailoring professional development programs to the age and career stage of each individual could improve instructional delivery by aligning the district's capacity-building efforts with the specific needs of each demographic.

It is also important to consider how the age profile may affect collaboration and peer learning in schools. A mixed-age staff allows for intergenerational learning opportunities where experienced teachers share their expertise, while younger teachers offer insights into new pedagogical trends or digital learning tools. This dynamic can foster a culture of mutual respect and continuous professional improvement, provided there is institutional support for such exchanges. Age diversity, therefore, becomes not just a statistic but a strategic asset in enhancing the overall quality of education in the district. From a policy perspective, these age-related findings could inform workforce planning in the Tinambac District. Recognizing that a significant proportion of the workforce is concentrated in the mid-career phase, district planners may anticipate an increase in retirements over the next decade and initiate succession planning accordingly. This might include increased recruitment of younger teachers, investment in teacher preparation programs, and the establishment of structured mentorship pipelines to preserve institutional knowledge and expertise. Simultaneously, supporting older teachers through wellness programs and capacity-building workshops could sustain their productivity and engagement, ensuring that instructional delivery remains uninterrupted and robust across all age brackets.

Gender

Table 2. *Profile of Teachers in Tinambac District in terms of Gender*

Indicators	*Frequency*	*Percentage*	*Ranking*
Male	22	27.50%	2
Female	58	72.50%	1
Total	80	100%	

The data presented in the table clearly reveal a significant gender imbalance in the teaching population within the Tinambac District. Out of 80 respondents, 58 are female, comprising 72.5% of the total, while only 22 are male, representing 27.5%. This gender distribution reflects the longstanding national and global trend in basic education, where women predominate in the teaching profession, particularly at the elementary and junior high school levels. This prevalence of female teachers could stem from multiple cultural, historical, and socio-economic factors that have steered more women into teaching roles. The perception of teaching as a nurturing profession, often aligned with traditional female roles, might have also contributed to the significantly higher number of women.

The high percentage of female teachers suggests that any analysis or generalization made in the study will be influenced primarily by female perspectives, experiences, and behaviors. Since the study focuses on time management practices and their impact on instructional delivery, it is reasonable to infer that the dominant patterns observed or established in the study could likely reflect gender-specific approaches, possibly rooted in gendered experiences with multitasking, scheduling, prioritization, and classroom responsibilities. Female teachers may exhibit a different rhythm or preference in managing classroom time, balancing personal and professional duties, and adapting to evolving educational demands. In educational settings, gender dynamics can subtly influence teaching style, communication with students, task delegation, and even classroom management strategies. Therefore, the gender skew in this data may also impact the instructional delivery models evaluated in the study. Given that nearly three-quarters of the respondents are female, instructional methodologies, lesson pacing, assessment timelines, and responsiveness to administrative time demands may all carry the imprint of female-dominated practices. As such, policy recommendations or interventions derived from this study might require gender-specific calibration if applied to more gender-balanced or male-dominated educational contexts.

Ranking female teachers first and male teachers second, based on population size, quantifies the dominance in the data without necessarily implying any qualitative judgment. However, this numeric dominance might suggest a stronger female voice in department-level decision-making, school policy enforcement, and peer mentoring practices related to time use. Female teachers may have established the unwritten norms for allocating time during instructional periods, planning sessions, and extracurricular responsibilities. As the majority group, their behaviors and expectations likely shape the informal standards and professional ethos surrounding time management within the district. Given that time management is inherently linked to individual perceptions of responsibility, punctuality, urgency, and prioritization, gendered socialization may contribute to the observed outcomes in instructional delivery. Women, particularly in professional environments, are often conditioned to manage multiple roles—teacher, caregiver, planner, and administrator—simultaneously. Thus, their predominance in this study suggests that the prevailing time management practices may be characterized by high levels of multitasking, meticulous planning, and a strong sense of professional accountability, which are often

observed in female-dominated work environments.

Another implication of this gender distribution is the potential variance in how male and female teachers perceive time-related stress and administrative demands. If male teachers constitute a minority, their strategies might be more individualized, possibly diverging from collective time management protocols established by their female counterparts. This divergence could create isolated practices that either innovate or resist prevailing norms. It also raises questions about whether the minority male group experiences greater autonomy or isolation in their instructional delivery models, especially when aligning their schedules with female-dominated teams. The dominance of female teachers also has implications for mentorship and peer modeling in time management. New teachers, especially females, are more likely to be mentored by fellow women, inheriting and adopting their strategies and routines. This mentoring pipeline can lead to the institutionalization of specific time-use patterns that are effective or preferred by women. These patterns may include early preparation, extensive lesson planning, and proactive classroom time allocation, all of which can enhance instructional delivery when optimized appropriately. Therefore, instructional delivery outcomes measured in this study might be primarily shaped by such inherited and shared female time management philosophies.

It is also worthwhile to consider whether institutional structures and policies within the Tinambac District have unconsciously favored the time management styles more common among female teachers. For instance, school-wide schedules, administrative meetings, and student engagement activities may be planned in ways that align with the rhythms and preferences of the majority group. In this context, male teachers might either adapt to the dominant time culture or carve out alternative practices. If left unaddressed, this may lead to subtle disparities in time pressure or workload distribution, which can, over time, affect the quality and consistency of instructional delivery. From a policy standpoint, this data indicates that gender inclusivity in professional development initiatives focused on time management should not be overlooked. While women form the bulk of the workforce, any training, evaluation, or program design should still account for how different genders approach time use differently. Designing time management interventions that cater to only the dominant group may unintentionally marginalize minority voices and potentially miss opportunities for more diverse and holistic instructional models. Thus, despite the statistical dominance of female teachers, an inclusive approach remains essential. Lastly, this demographic insight about gender must be viewed not merely as a statistic but as a foundational context upon which all subsequent analyses in the study will be built. Gender influences not only who teaches but also how they teach, how they manage their instructional time, and how they respond to institutional expectations. It shapes communication styles, feedback mechanisms, collaboration tendencies, and classroom dynamics. The overwhelming presence of women in this dataset suggests that the findings and recommendations of this study will be particularly relevant for female-dominated teaching environments and must be interpreted accordingly when applied to other contexts.

Civil Status

Table 3. *Profile of Teachers in Tinambac District in terms of Civil Status*

Indicators	*Frequency*	*Percentage*	*Ranking*
Single	18	22.50%	3
Married	52	65.00%	1
Widowed	6	7.50%	4
Separated	4	5.00%	5
Total	80	100%	

The data clearly reveal that a significant majority of the teaching workforce in Tinambac District is composed of married individuals, accounting for 65% of the total respondents. This figure underscores a dominant demographic that likely balances familial responsibilities alongside their professional commitments. The high percentage of married teachers may imply that many educators in the district are settled, stable, and possibly more rooted in the community, which can contribute to lower teacher turnover and stronger ties to students and local families. However, this also suggests that many teachers must navigate complex work-life dynamics, which may influence their time management strategies—especially when household duties, childcare, and extended family obligations compete with professional demands such as lesson planning, grading, and administrative reporting.

The prominence of married teachers may also have implications for how they manage instructional delivery. With potentially more structured personal lives and support systems at home, married teachers might have the capacity to manage their time more efficiently. This could positively impact their ability to prepare for classes, meet deadlines, and sustain consistent classroom performance. At the same time, the dual demands of home and work life could also create pressure points that interfere with instructional readiness, especially during peak family seasons or when familial crises arise. Thus, while marital status may suggest maturity and stability, it could simultaneously present time management challenges that are unique to this demographic group. Single teachers account for 22.5% of the total, ranking third in terms of civil status distribution. This group likely consists of younger, early-career teachers who have not yet entered long-term relationships or familial obligations. The relative freedom from domestic responsibilities could afford them more discretionary time to dedicate to professional development, lesson planning, and extra-curricular involvement. Moreover, single teachers may be more flexible in terms of adjusting to school-related demands outside regular hours, such as conducting remedial classes, participating in training, or accepting leadership roles. However, it would be a mistake to assume that being single equates to a lack of personal demands; single teachers may also be pursuing further education or supporting extended family, both of which influence how they manage their time.

On the other hand, being single may also affect a teacher's psychological and social support system. The absence of a spouse or children might lead to greater professional immersion. However, it can also lead to feelings of isolation or burnout if not balanced with adequate self-care and social interaction. From a time management perspective, single teachers may benefit from more autonomy over their schedules. However, they might also lack the structural routines that come with family life, which can help in organizing daily tasks. Consequently, their approach to instructional delivery may be shaped by different motivators—such as career advancement, community involvement, or peer recognition—than those of their married colleagues. Widowed teachers make up 7.5% of the respondents, ranking fourth. This group likely consists of older educators who have experienced significant personal loss, which could affect their emotional well-being and, consequently, their professional performance. Being widowed might also mean single-handedly managing a household, especially if they have children or dependents, which adds complexity to their time management demands. Nevertheless, these individuals may also exhibit resilience, maturity, and a deep sense of responsibility, all of which are qualities that can enhance classroom management and instructional delivery. Their presence in the workforce also reflects the district's inclusive and possibly compassionate hiring and retention policies.

The smallest demographic is composed of separated teachers, making up only 5% of the total. Separated teachers may face unique stressors and time constraints that could interfere with both their personal lives and professional responsibilities. Legal issues, child custody arrangements, and emotional distress may all compete for time and attention, leaving less mental and physical energy for instructional preparation and classroom engagement. However, some individuals who are separated may also view work as a stabilizing force or a refuge from personal turmoil, which can motivate them to excel professionally. Thus, time management practices within this group might be marked by extremes—either hyper-organization as a coping mechanism or chronic disorganization due to external pressures. The diverse civil status profile among teachers highlights the need for differentiated support mechanisms from school administrators and district policymakers. For instance, married teachers may benefit from flexible schedules or family-friendly workplace policies. In contrast, single and separated teachers might need professional development opportunities that help them build peer networks and a sense of belonging. Widowed educators may require emotional support programs or time-off allowances during anniversaries and emotionally difficult periods. Understanding the civil status composition enables administrators to approach time management challenges not only from a procedural standpoint but also from a human-centered perspective that considers individual life circumstances.

This breakdown of civil status also suggests potential differences in role modeling within the school environment. Students may perceive married teachers as parental figures, while single or separated teachers might be seen more as mentors or older siblings. These perceptions can shape classroom dynamics, with implications for discipline, trust, and engagement. Teachers' personal experiences—marital or otherwise—also inevitably color their teaching style, storytelling, classroom management techniques, and empathy toward students' family-related issues. In turn, this affects the emotional and instructional climate of the classroom, which ties directly to the quality of instructional delivery. It is also worth considering how civil status might influence professional collaboration among teachers. Married teachers may gravitate toward others with similar family structures, while single or widowed teachers may form separate subgroups. This can impact team planning, peer mentoring, and collaborative time management efforts. If not managed inclusively, such dynamics can lead to unintended silos or disconnects within the teaching community. Administrators might consider promoting intergroup collaboration strategies that leverage the strengths and flexibility of each civil status group while addressing their unique time-related limitations. In terms of broader strategic planning, the civil status data can be instrumental in developing professional development calendars, staff wellness initiatives, and even school-based counseling services. For example, offering time management workshops tailored to different life stages—such as singlehood, marriage, and post-separation—can help teachers align their personal realities with their professional responsibilities. By acknowledging civil status as more than just a demographic label and instead viewing it as a determinant of time-use behavior, the district can implement more empathetic and effective strategies for improving instructional delivery across all schools.

Educational Attainment

Table 4. *Profile of Teachers in Tinambac District in terms of Educational Attainment*

Indicators	*Frequency*	*Percentage*	*Ranking*
Bachelor's Degree	30	37.50%	2
With Master's Units	28	35.00%	3
Master's Degree Holder	16	20.00%	4
With Doctoral Units	4	5.00%	5
Doctoral Degree Holder	2	2.50%	6
Total	80	100%	

The distribution of educational attainment among the 80 respondents in the Tinambac District indicates a teaching force primarily at the early to middle stages of formal academic advancement. A plurality of teachers hold only a bachelor's degree, comprising 37.5% of the population, followed closely by those who have completed master's level units (35%). Together, these two groups constitute 72.5% of the respondents, indicating that while most teachers have begun or completed undergraduate studies, many are also pursuing advanced education. However, they have not yet completed it. This pattern suggests that there is a pronounced professional aspiration among teachers to pursue higher academic qualifications, likely driven by institutional expectations, professional development goals,

or salary incentives.

The near parity between bachelor's degree holders and those with master's degrees indicates a professional teaching community in transition. Many educators seem to be enhancing their credentials, indicating a responsive teaching population that recognizes the value of continued education in both pedagogical mastery and professional credibility. This trend may positively correlate with improved instructional delivery, as those actively studying or engaging in graduate-level coursework often bring fresh theoretical perspectives, renewed motivation, and exposure to current educational practices. Such exposure can, in turn, influence how they manage their time for lesson preparation, assessment design, and classroom management, all of which impact instructional efficiency. Interestingly, the number of teachers who have completed a full master's degree is significantly lower at 20%, ranking fourth among the groups. This statistic may reveal several underlying structural or systemic barriers that prevent teachers from completing graduate programs, including financial limitations, geographical inaccessibility to graduate institutions, family responsibilities, or time constraints due to teaching loads. While many have embarked on the journey toward higher learning, the fact that fewer have completed it implies potential interruptions in time management practices or a lack of institutional support that prevents them from advancing further. This midpoint in their academic journey may also reflect fragmented professional development, which could influence how systematically they implement advanced teaching strategies.

The relatively small number of teachers with doctoral units (5%) and those with completed doctoral degrees (2.5%) demonstrates that terminal academic qualifications remain largely aspirational rather than normative in this context. This may not be surprising in public basic education systems in the Philippines, where doctoral qualifications are often not mandated and are sometimes even viewed as unnecessary for primary or secondary-level instruction. Nevertheless, the presence of these highly educated individuals may serve as catalysts for institutional innovation, mentoring, and thought leadership within the district. Their advanced academic training likely includes time management models rooted in research productivity and rigorous schedule management, which can influence their instructional delivery in refined and strategic ways. When considering time management practices, it is essential to examine how educational attainment influences cognitive frameworks and behavioral habits related to time. Those with graduate and postgraduate exposure often acquire more refined organizational skills, experience with managing complex deadlines, and a deeper understanding of balancing competing academic and professional obligations. This exposure might translate into more structured and research-informed instructional delivery—e.g., better pacing guides, more precise lesson outlines, and more flexible contingency planning in the classroom. Teachers with higher education are also more likely to be aware of emerging educational technologies and tools that can automate or simplify specific time-consuming tasks.

Educational attainment also plays a pivotal role in how teachers perceive and respond to institutional demands. Teachers who are currently enrolled in graduate studies may experience a different level of pressure compared to their peers, balancing academic coursework with full-time teaching responsibilities. This dual load can significantly impact how they manage their instructional time, potentially leading to burnout or increased efficiency, depending on personal disposition and support systems. Their coping strategies—whether through prioritization, delegation, or rescheduling—offer rich insights into how external academic commitments shape internal classroom time practices. Another consideration is how levels of education might correspond with self-efficacy in instructional delivery. Teachers with only a bachelor's degree may lack access to advanced pedagogical frameworks, research skills, or assessment models, which can impact both the content and the delivery of instruction. On the other hand, those with higher academic exposure may design lessons that are more reflective, inclusive, and theoretically grounded. Such variance in instructional delivery quality may inadvertently affect classroom time efficiency, as more knowledgeable teachers streamline content more effectively and anticipate student misunderstandings before they occur, thereby reducing wasted instructional time.

Moreover, educational attainment often influences access to leadership roles or involvement in policy-making bodies within schools or districts. Teachers with master's or doctoral credentials may be more likely to serve as department heads, master teachers, or curriculum developers. These roles come with administrative responsibilities that demand intricate time allocation and planning. How these teachers manage their split roles between instructional and administrative duties offers another layer to understanding the complete picture of time management across educational levels. Their strategies may serve as models or contrasts for teachers solely focused on classroom teaching. The ranking of the groups, with bachelor's degree holders leading, followed by those with master's units, offers a sequential glimpse into the educational pipeline within the Tinambac District. It suggests a growing emphasis on professional development, but also highlights a bottleneck where many teachers seem to stop or pause after acquiring graduate units. This plateau may represent a critical point where institutional interventions—such as scholarships, reduced teaching loads, or more flexible scheduling—could help teachers fully attain their degrees. Doing so would not only elevate their qualifications but also enrich their instructional methods and refine their time-use behavior.

Finally, this data must be understood not only in quantitative terms but also in terms of its qualitative implications for teaching quality and time discipline. Teachers at various levels of academic preparation come with different cognitive tools, pedagogical beliefs, and professional motivations. These factors all converge in the classroom, shaping how time is used for instruction, how learning is structured, and how assessment is conducted. By analyzing educational attainment through the lens of time management and instructional delivery, stakeholders can better tailor support systems, training programs, and professional development pathways to maximize the instructional efficiency of teachers at every level of academic progression.

Teaching Position

Table 5. *Profile of Teachers in Tinambac District in terms of Teaching Position*

Indicators	*Frequency*	*Percentage*	*Ranking*
Teacher I	28	35.00%	2
Teacher II	12	15.00%	4
Teacher III	24	30.00%	3
Master Teacher I	8	10.00%	5
Master Teacher II & Above	8	10.00%	5
Total	80	100%	

The data shows that the highest percentage of teachers in Tinambac District holds the position of Teacher I, comprising 35% of the total respondents. This suggests that a significant portion of the workforce consists of entry-level teachers who are either new to the service or have not yet accumulated the necessary credentials or experience for promotion. These teachers are likely in the formative stage of their careers, still learning how to juggle the complexities of teaching, classroom management, lesson planning, and administrative duties. Time management is especially critical at this stage, as they are expected to rapidly adapt to the workload while maintaining instructional quality. Their relatively fresh exposure to pedagogical training may make them more responsive to adopting modern techniques and digital tools. However, their lack of experience might result in more trial and error in planning and delivery.

Close behind are Teacher III respondents, accounting for 30% of the teaching force. This indicates a strong representation of educators in the higher echelons of the rank-and-file level, suggesting that a large number of teachers have achieved a certain degree of seniority and professional competence. These individuals likely possess more extensive instructional experience, refined teaching strategies, and broader involvement in school programs. Being at this level often comes with increased expectations for leadership within the school, such as mentoring lower-ranked teachers or spearheading committees. However, with such responsibilities, time management becomes even more essential. Teacher III individuals must divide their time not only between teaching and paperwork but also administrative contributions and collaborative tasks, potentially affecting how much energy and focus they can invest in actual classroom instruction.

Teacher II, which comprises 15% of the respondents, represents the midpoint in the progression of teaching ranks. This group likely includes teachers who have moved beyond entry-level responsibilities but are still on their journey toward deeper professionalization and specialization. Their time management challenges may stem from the transitional nature of their position, as they are no longer novices. However, they are still expected to prove their capacity for higher-level roles. Teachers at this level may be striving for promotions, engaging in graduate studies, or actively involved in training programs. As a result, their time is divided between improving current teaching performance and building qualifications for advancement, which has direct implications for the quality and consistency of their instructional delivery. The data also reveals that Master Teacher I and Master Teacher II and above each represent 10% of the population. These roles are typically occupied by highly experienced educators who have demonstrated excellence in instruction, leadership, and academic credentials. Their relatively low numbers are not surprising, given the rigorous criteria and limited availability of these higher-ranking positions. Master Teachers often serve as pedagogical leaders and are responsible for mentoring, curriculum development, and even policy implementation at the school or district level. These added responsibilities place immense pressure on their schedules, requiring exceptional time management skills to balance instructional duties with broader leadership roles. Their impact on instructional delivery, therefore, may not only be direct—through their own teaching—but also indirect, through the influence they exert on the professional growth of their peers.

The distribution of teaching positions also reveals the promotional dynamics within the district. The relatively high percentage of Teacher I and III suggests that while promotion is accessible, a significant number of teachers either choose to remain in lower positions or face institutional or logistical barriers to advancement. The smaller percentage of Teacher II might imply that teachers often skip this level in favor of direct progression to Teacher III or that promotion criteria at this level are more rigid or inconsistently applied. These patterns can impact morale and long-term planning among teachers, influencing how they allocate time for continuing education, portfolio development, or research activities, which in turn affect both their professional trajectory and instructional quality. From a workload standpoint, it is often observed that lower-ranked teachers handle more classroom contact hours, while higher-ranked teachers may engage more with paperwork, mentoring, and administrative tasks. Thus, the predominance of Teacher I and III roles in the district suggests a teaching population that is heavily involved in direct instructional delivery. These teachers may face daily challenges in managing lesson preparation, grading, classroom engagement, and integrating student-centered learning approaches. Their instructional effectiveness, therefore, is closely tied to how well they manage their limited time across competing responsibilities. Any deficiency in time management among these groups could have a cascading effect on student learning outcomes and overall school performance.

Conversely, the small cohort of Master Teachers may enjoy more flexible schedules or reduced teaching loads, allowing them to concentrate on strategic instructional improvements. However, the flip side of such flexibility is the burden of accountability—Master Teachers are often looked upon as exemplars, expected to model best practices, lead school initiatives, and support the professional development of others. Their time is not merely consumed by teaching but by planning, documentation, evaluation, and collaboration. If their time is not adequately protected or supported, it can dilute their effectiveness in fulfilling these critical functions. Thus, while their presence in the district is a strength, maximizing their impact on instructional delivery requires deliberate policy and administrative support. These statistics also highlight the importance of differentiated professional development programs. Teacher I and II positions

may benefit most from foundational training in time management, lesson planning, and classroom organization. At the same time, Teacher III and Master Teachers might require more advanced workshops focused on leadership, mentoring, and curriculum innovation. Time management strategies cannot be one-size-fits-all; they must be tailored to the distinct demands and expectations associated with each teaching rank. Recognizing the unique challenges of each position enables more targeted and effective support interventions, which, in turn, enhance the district's overall instructional capacity.

The mix of teaching positions in Tinambac District also reflects broader systemic issues in Philippine public education, such as the bottlenecking of promotions, limited availability of Master Teacher posts, and inconsistencies in the implementation of merit-based career progression. These factors can significantly influence how teachers prioritize their time. For instance, a Teacher I who feels stuck in their position may not invest time in professional development. In contrast, those who see clear paths to advancement might commit time to building their credentials. These motivational factors shape time allocation and ultimately affect how instruction is prepared, delivered, and evaluated in the classroom. Ultimately, the spread of teaching positions can serve as a powerful lens for school heads and district leaders to assess institutional strengths and gaps. A district with a high proportion of entry-level teachers may require intensive coaching programs and peer mentoring systems to support their professional development. At the same time, one with a large number of Master Teachers might focus more on research initiatives and curriculum development. By understanding the composition and implications of teacher positions, administrators can allocate tasks effectively, design schedules that optimize instructional delivery, and develop targeted interventions to support student learning. Teaching rank is not just a label—it is an indicator of time pressure, task diversity, and capacity for influence, all of which are central to managing effective classroom instruction.

Years in Service

Table 6. *Profile of Teachers in Tinambac District in terms of Years in Service*

Indicators	*Frequency*	*Percentage*	*Ranking*
1–5 years	10	12.50%	4
6–10 years	20	25.00%	2
11–15 years	18	22.50%	3
16–20 years	16	20.00%	5
More than 20 years	16	20.00%	5
Total	80	100%	

The distribution of respondents based on years of service reveals a notably balanced mix of teaching experience in the Tinambac District. The largest group consists of teachers with 6–10 years of service, accounting for 25% of the total. Those with 11–15 years follow this at 22.5%, and then an equal distribution of teachers in the 16–20 years and over 20 years categories, both at 20%. The smallest group consists of new teachers with 1–5 years of service, accounting for only 12.5%. This blend suggests a workforce composed of both relatively new entrants and highly experienced educators, which provides a rich ground for analyzing variations in time management approaches and instructional delivery practices across different stages of a teacher's professional lifecycle.

Teachers in the 6–10 year range, who make up the most significant proportion, represent a crucial stage in a teaching career where professional identity is more established, instructional strategies are better refined, and classroom management skills are relatively mature. At this point, teachers have typically moved past the survival stage common in early teaching years and have developed routines that balance planning, instruction, and administrative duties. Their dominant presence in the data suggests that a significant portion of the instructional delivery outcomes assessed in the study may be influenced by the habits and strategies formed during this stabilizing phase of the profession. Their time management may reflect both trial-and-error experience and growing proficiency in managing complex instructional demands. The 11–15 year group, slightly smaller in size, represents teachers who have not only stabilized but are also possibly reaching their peak professional effectiveness. At this level, teachers are often involved in mentoring newer colleagues, leading subject teams, or managing additional responsibilities such as student organizations or school-based projects. These additional roles require sophisticated time management techniques that balance instruction with school leadership functions. Therefore, teachers in this group may offer insights into how experience sharpens the ability to allocate instructional time strategically, such as differentiating tasks for learners, scaffolding lessons more effectively, or integrating formative assessments seamlessly within lessons.

It is essential to note the presence of experienced teachers with 16–20 years and more than 20 years of service, each comprising approximately 20% of the respondents. These veterans bring a wealth of institutional knowledge and pedagogical mastery. However, their time management practices might be influenced by deeply entrenched habits that could either enhance or hinder instructional innovation. On one hand, they might demonstrate expert-level lesson execution and efficient classroom routines. On the other hand, they may resist adopting new technologies or updated instructional frameworks that younger colleagues embrace. Understanding how these experienced teachers manage their instructional time could illuminate the impact of habituated practice versus adaptive growth. The equal proportion of teachers in the 16–20 and 20+ year categories highlights the longevity of teacher service in the district, which has significant implications for instructional continuity, mentoring culture, and the historical understanding of policy implementation. These teachers have likely seen multiple waves of curriculum reform, shifts in educational technology, and changes in administrative expectations. Their ability to manage instructional time may be influenced by how they adapt to these transitions. Some may have refined their strategies to stay relevant, while others may rely on traditional approaches. This duality can significantly impact how students experience teaching and learning across various classrooms.

The relatively small number of teachers in the 1–5 year range, at just 12.5%, is notable and may point to low recent hiring rates, a potential lack of attraction to the profession among younger demographics, or perhaps retention issues within the first few years of service. New teachers typically face steep learning curves in lesson planning, time pacing, and instructional delivery. Although their presence is minor in percentage, it is significant for understanding how inexperience translates into instructional inefficiencies or the adoption of modern, more efficient methods taught in recent teacher education programs. Their time management might be less efficient overall, but they may be more open to innovation and experimentation. When time management practices are viewed through the lens of years of service, clear trends in autonomy, confidence, and adaptability become apparent. Novice teachers often rely on strict adherence to plans or mentor-provided structures, whereas mid-career teachers begin to adjust plans flexibly based on real-time classroom needs. Veteran teachers may rely on intuition to rapidly gauge when to shift activities, redirect attention, or extend learning segments based on the dynamic flow of the classroom. These stages suggest that instructional delivery evolves with experience and that time management becomes increasingly intuitive and refined as teachers gain tenure.

Another layer of analysis involves the potential burnout or fatigue that long-serving teachers may experience, which can manifest in how they use their instructional time. While experience should theoretically correlate with efficiency, it can also coincide with reduced enthusiasm or professional stagnation if not countered by continuous training or professional growth opportunities. Teachers in the 20+ year category may have either reached a pinnacle of instructional effectiveness or, conversely, may struggle with motivation or resistance to change. Their time management strategies might then lean toward routine over innovation, potentially affecting the richness of instructional delivery. Conversely, the 6–15-year groups are likely to be the most active in terms of professional growth, engagement with training, and experimentation with new pedagogical tools. These teachers often seek advancement through graduate studies, participate in action research, or attend capacity-building programs to enhance their skills. Their exposure to new methodologies and administrative responsibilities makes them particularly resourceful in juggling various classroom and institutional demands. Consequently, their instructional time might be characterized by efficiency, responsiveness to student needs, and alignment with current educational standards.

Lastly, this distribution of service years provides a strategic opportunity for cross-generational mentoring within the district. New teachers can benefit from the procedural knowledge of veterans, while experienced teachers can rejuvenate their practices through exposure to the energy and digital fluency of younger colleagues. Such mentoring relationships, if cultivated intentionally, can foster better time management practices across all career stages. Schools that encourage collaboration across experience levels can harness the strengths of each group to holistically enhance instructional delivery, ensuring that classroom time is used not just effectively, but also dynamically and sustainably.

Grade Level/Subject Area Handled

Table 7. *Profile of Teachers in Tinambac District in terms of Grade Level/ Subject Area Handled*

Indicators	*Frequency*	*Percentage*	*Ranking*
Kindergarten	6	7.50%	5
Grades 1–3	18	22.50%	2
Grades 4–6	16	20.00%	3
Junior High School	24	30.00%	1
Senior High School	10	12.50%	4
Specialized Subjects (SPED, TVL, etc.)	6	7.50%	5
Total	80	100%	

The data shows that the most significant proportion of teachers in Tinambac District, comprising 30% of the total respondents, are assigned to Junior High School (JHS). This significant representation reflects the demands of the secondary education sector, which typically requires a higher level of specialization, in-depth subject content, and effective instructional planning. JHS teachers often manage multiple class sections, prepare daily or weekly lesson plans for different subjects (e.g., Math, English, Science), and must adhere to a rigid academic schedule driven by the national curriculum. As a result, the time management challenges for JHS teachers can be pretty intense, involving a constant balancing act between lesson preparation, grading, performance tasks, and reporting. These time constraints directly impact the quality and consistency of instructional delivery, particularly in ensuring that learning competencies are met within the prescribed time frame.

Closely following are teachers handling Grades 1 to 3, who make up 22.5% of the teaching force. This group of early-grade educators plays a foundational role in literacy, numeracy, and the formation of values. Teachers in this category often manage self-contained classrooms, meaning they are responsible for teaching nearly all subject areas to one group of students throughout the day. Such an arrangement demands immense time and effort in planning diversified instructional materials, managing a classroom full of young learners with varied developmental needs, and implementing differentiated instruction strategies. Moreover, early-grade teachers spend a significant portion of their time on non-instructional tasks, such as checking seatwork, managing behavioral issues, and communicating with parents. Time management for this group is a matter of survival—without effective scheduling, prioritization, and organization, instructional delivery can easily be compromised, resulting in learning gaps during these critical developmental years. Teachers assigned to Grades 4-6, who represent 20% of the sample, occupy a critical transition phase in the K–12 system. At this stage, students are beginning to engage with more complex academic content while still requiring scaffolding and emotional support. Teachers

in this grade band are often responsible for multiple subjects or may begin to specialize in specific learning areas, which adds to the variety and intensity of their workload. Moreover, learners at this level are preparing for the transition into Junior High School, making the teacher's role even more essential in terms of academic readiness. Effective time management in this group often involves long hours of assessment preparation, remediation planning, and individualized student interventions. These demands underscore the close connection between time management and the ability to deliver instruction that supports mastery and prepares students for the next level.

Senior High School (SHS) teachers comprise 12.5% of the district's teaching population, reflecting the growing institutionalization of the SHS program as mandated by the K–12 curriculum. SHS teachers are expected to be subject matter experts in their fields, delivering instruction across both core and applied tracks such as STEM, HUMSS, ABM, and the General Academic Strand (GAS). Additionally, they administer more performance-based assessments, such as research papers, business simulations, or scientific investigations. These complex tasks require extensive planning, continuous professional development, and the integration of real-world contexts, all of which place a significant burden on their schedules. Furthermore, SHS classes are often modular or semester-based, requiring teachers to cover a substantial amount of content within a compressed timeframe. This adds pressure to manage every instructional minute effectively, making time management a cornerstone of instructional delivery at this level.

Notably, Kindergarten teachers, along with those handling Specialized Subjects (e.g., SPED, TVL), each make up 7.5% of the teaching population, tying for the lowest rank. Despite their smaller numbers, the time management challenges faced by these teachers are arguably among the most complex. Kindergarten teachers deal with very young learners who require constant supervision, play-based instruction, and continuous emotional engagement. Lesson plans at this level may look simple, but are often underpinned by early childhood pedagogy and learning psychology. Preparing age-appropriate materials, managing transitions between activities, and engaging parents are all time-consuming yet crucial components of effective instructional delivery. Without meticulous time management, it becomes nearly impossible to ensure a safe and stimulating learning environment for kindergartners. Similarly, teachers assigned to Specialized Subjects—such as Special Education (SPED) or Technical-Vocational-Livelihood (TVL) programs—face unique instructional and logistical demands. SPED teachers must design individualized education programs (IEPs), coordinate with therapists, and adapt learning materials to meet the needs of students with specific disabilities. TVL teachers, on the other hand, deal with competency-based assessments, hands-on demonstrations, and compliance with industry standards. These instructional models require additional planning, coordination with external institutions, and regular updates to skills and resources. The low number of specialized teachers suggests either a shortage or the highly selective nature of these roles. Regardless, the time management skills required for such posts are rigorous and multidimensional, and instructional delivery suffers significantly if they are not honed.

The distribution across grade levels and subject areas also provides insight into the district's strategic priorities and resource allocation. The high percentage of teachers in JHS and elementary levels may reflect enrollment patterns, teacher availability, or administrative focus on core academic subjects. However, the relatively lower proportion in SHS and Specialized areas raises questions about the adequacy of support for students with special needs or those pursuing alternative career tracks. If these areas are understaffed or overstretched, the remaining teachers may face unmanageable workloads, which can negatively impact both their teaching effectiveness and the students' learning experience. Time management in such cases is not just an individual responsibility, but a systemic issue that requires organizational intervention.

Additionally, the range of grade levels and subject areas introduces diversity in instructional approaches, planning timelines, and assessment strategies, all of which shape how time is used. For instance, an elementary teacher may follow a daily routine that covers all learning areas in an integrated way. In contrast, a high school teacher might have 6–7 different lesson plans for different sections and subjects. These structural differences demand tailored time management strategies. A one-size-fits-all approach would be ineffective and potentially detrimental to instructional delivery. Therefore, professional development and administrative support systems must account for these instructional distinctions, equipping teachers with time management tools that match the complexities of their specific roles.

The variety of teaching assignments also reflects the multidimensional nature of instructional delivery across educational stages. Teachers must adapt not only to curriculum content but also to the developmental needs of their students, available facilities, class sizes, and institutional expectations. For instance, a TVL teacher needs lab time and equipment management, while a Grade 1 teacher needs to allot time for storytelling and handwriting drills. Instructional delivery is thus inseparable from how well time is allocated, scheduled, and optimized in light of these diverse requirements.

Consequently, understanding the grade-level distribution is essential not just for workforce planning but for identifying where targeted time management training or intervention is most urgently needed. Finally, these data can serve as a foundation for more effective teacher deployment and scheduling strategies. If certain grade levels or subject areas are more time-intensive or prone to burnout, administrators can rotate assignments more equitably, provide additional support, or reduce class loads where necessary. Likewise, districts can use this information to advocate for more teachers in under-supported areas, such as SPED and TVL, ensuring that instructional delivery remains effective across all student populations. By grounding policy and planning in the actual distribution of grade levels and subject areas, the district can implement more equitable, efficient, and impactful teaching practices that address the time management realities of its educators.

Time Management Practices of Teachers in Tinambac District

Lesson Planning and Preparation

Table 8. *Time Management Practices of Teachers in Tinambac District in terms of Lesson Planning and Preparation*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I prepare daily lesson logs ahead of time.	15	22	20	13	10	3.06	1.21	Sometimes
I align my lesson objectives with the curriculum guide.	20	24	18	10	8	3.31	1.19	Sometimes
I allocate enough time for lesson planning each week.	14	20	25	11	10	3.02	1.13	Sometimes
I prepare teaching materials in advance.	17	19	22	12	10	3.08	1.17	Sometimes
I review my lesson plans before each class.	16	21	20	13	10	3.06	1.18	Sometimes
I reflect on previous lessons to improve my plans.	18	23	19	10	10	3.18	1.15	Sometimes
I adjust my plans based on student needs.	12	25	20	13	10	3.04	1.16	Sometimes
I follow a personal planning schedule.	13	19	22	16	10	2.95	1.10	Sometimes
I plan activities that promote student engagement.	15	22	18	15	10	3.01	1.18	Sometimes
I set weekly goals for instructional planning.	14	20	21	15	10	3.02	1.13	Sometimes
Grand Mean						3.12		Sometimes

The data on lesson planning and preparation among teachers in the Tinambac District shows a consistent pattern of moderate adherence to time management practices, as indicated by the "Sometimes" verbal description for all individual indicators and an overall grand mean of 3.12. This suggests that while teachers are aware of the importance of timely and structured lesson planning, they do not consistently practice it to the level that would reflect habitual or institutionalized behavior. The moderate ratings across the board could indicate the presence of structural or personal challenges that inhibit full-time commitment to planning routines, such as administrative overload, large class sizes, or a lack of planning time during work hours. These constraints may prevent teachers from maintaining the consistency required for adequate instructional preparation.

Looking specifically at the item "I align my lesson objectives with the curriculum guide," which earned the highest weighted mean (3.31), we can infer that most teachers recognize the importance of curriculum alignment as a fundamental instructional responsibility. Despite the "Sometimes" rating, the relatively higher mean suggests more substantial commitment to this aspect compared to others. Teachers likely see curriculum alignment as a non-negotiable component, perhaps due to pressure from school heads, accountability frameworks, or DepEd-mandated standards. However, the fact that even this critical aspect does not cross into the "Often" category underscores a gap between expected and actual practice. It suggests a need for systems that reinforce or support sustained alignment efforts through planning workshops, peer reviews, or regular monitoring. The indicator "I allocate enough time for lesson planning each week" has a slightly lower mean of 3.02, indicating the challenges teachers face in carving out adequate time for this foundational practice. Weekly planning requires consistent, uninterrupted blocks of time—something that may be in short supply for teachers managing other duties, such as paperwork, extracurricular supervision, and community engagement. It is also likely that lesson planning is done after official teaching hours, reducing teachers' ability to focus on this task consistently. The response distribution across all items indicates a population that is trying to keep up with professional planning expectations but is often interrupted by competing priorities, underscoring the need for dedicated time during the workweek, reserved explicitly for planning.

When it comes to preparing teaching materials in advance, the mean score of 3.08 again reflects moderate but inconsistent practice. This is particularly significant because the quality and timing of instructional material preparation directly affect the smooth delivery of classroom instruction. Teachers who prepare late may rush implementation, rely on generic or outdated materials, or omit valuable engagement strategies due to a lack of time. The fact that this item also scored "Sometimes" suggests that materials preparation may be reactive rather than proactive. Teachers may assemble resources the night before or even on the day of instruction, potentially compromising instructional flow and student engagement. Reviewing lesson plans before each class is another area where teachers report moderate engagement (mean = 3.06), which is a critical concern. This habit is vital for mentally rehearsing the sequence of instruction, anticipating student misconceptions, and aligning lesson flow with learning goals. Without consistent pre-class review, teachers may find themselves deviating from planned objectives, mismanaging instructional time, or missing opportunities for formative assessment. The data indicate that while some teachers engage in this practice, it is not yet a standardized behavior across the district, which may potentially undermine instructional coherence and real-time classroom management.

Reflection, another higher-order planning skill, is addressed in the indicator "I reflect on previous lessons to improve my plans," which achieved a weighted mean of 3.18. Reflection is key to adaptive teaching, enabling teachers to assess what works and what does not, and to adjust their approach accordingly. The relatively higher mean here is promising—it implies that many teachers are beginning to integrate reflective practices into their weekly rhythm. However, since it remains in the "Sometimes" category, it is clear that reflection is still sporadic. Without structured time or tools (such as reflective journals or peer feedback protocols), this essential practice may not be consistently leveraged to improve instructional delivery. A more differentiated teaching behavior is captured in the statement "I adjust my plans based on student needs," which received a mean of 3.04. Differentiation requires teachers not only to observe student responses but also to act on that data by revising their plans in real-time. That this too was rated "Sometimes" suggests that while

teachers recognize individual learning needs, they may not always have the time, training, or resources to make those adjustments. It may also reflect a rigidity in planning culture—once lessons are created, there may be limited flexibility or institutional support to revise them. This has implications for equity in the classroom, as students with varying learning styles may not receive the differentiated instruction they need to succeed.

Another indicator that sheds light on the planning culture is "I follow a personal planning schedule," which has one of the lowest weighted means at 2.95. This reflects a lack of formalized, self-driven routines among many teachers for when and how they plan. Without personal systems—such as fixed planning blocks, checklists, or digital tools—teachers may end up planning haphazardly, only when it is urgent. This reduces the quality and intentionality of their instruction. A lack of personalized planning discipline also suggests that institutional time management expectations might be unclear or unsupported at the school level, and professional development interventions may be necessary to help teachers develop sustainable planning habits.

The statement "I plan activities that promote student engagement" scored a mean of 3.01, indicating that teachers only sometimes incorporate engaging strategies into their lesson designs. Engagement is a vital metric in instructional delivery, as students who are actively participating are more likely to retain information and develop critical thinking skills. The low consistency in planning for engagement suggests a gap between instructional intention and execution. Teachers may rely on traditional lecture-based strategies or may not have the time to develop interactive materials and group activities that require extra planning. This reflects not just a time issue, but a possible professional development need in creative lesson design and student-centered instruction. Finally, the indicator "I set weekly goals for instructional planning," also with a mean of 3.02, confirms that while some teachers take a goal-oriented approach, many do not. Goal-setting is a cornerstone of effective time and task management, enabling teachers to prioritize objectives, track progress, and align activities with measurable outcomes. The data shows that the practice of planning with intentionality and future orientation is not yet widespread. Without goal-setting, teachers may fall into repetitive patterns or lose sight of broader instructional aims, leading to diminished long-term coherence in teaching practices.

Classroom Instruction and Student Engagement

Table 9. *Time Management Practices of Teachers in Tinambac District in terms of Classroom Instruction and Student Engagement*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I start and end my classes on time.	8	15	20	22	15	2.73	1.22	Sometimes
I use class time efficiently.	10	12	18	25	15	2.61	1.20	Sometimes
I engage students through varied activities.	7	10	22	26	15	2.50	1.16	Rarely
I minimize classroom disruptions effectively.	5	12	20	25	18	2.39	1.19	Rarely
I give clear and concise instructions.	6	14	18	28	14	2.48	1.17	Rarely
I maintain students' attention throughout the period.	4	11	22	25	18	2.40	1.15	Rarely
I follow my lesson timeline consistently.	5	13	20	25	17	2.46	1.18	Rarely
I use ICT tools to enhance instruction.	6	10	18	28	18	2.41	1.20	Rarely
I incorporate real-life examples to engage learners.	5	12	20	25	18	2.44	1.19	Rarely
I summarize lessons effectively within class time.	5	13	19	26	17	2.45	1.17	Rarely
Grand Mean						2.44		Rarely

The results from this table paint a rather sobering picture of the overall effectiveness of time management in relation to classroom instruction and student engagement among teachers in the Tinambac District. With a grand mean of 2.44, corresponding to the verbal description "Rarely," it becomes clear that teachers infrequently implement time management practices that directly enhance their teaching performance and student involvement. This rating signals significant concerns about how instructional time is being allocated, structured, and utilized. In the context of the study, this low frequency suggests systemic challenges—not just individual lapses—that prevent teachers from maintaining optimal instructional delivery, indicating a need for district-wide intervention, professional development, and potentially a review of the curriculum to make classroom time more manageable and meaningful.

Starting and ending classes on time—a seemingly fundamental yet crucial aspect of time management—garnered a weighted mean of 2.73, the highest among the indicators, yet still only merits the rating of "Sometimes." This suggests that a significant number of teachers struggle with punctuality during instructional periods, either starting late, ending early, or extending beyond the allocated time. This has ripple effects on lesson continuity, student focus, and transitions between classes. Punctuality is a core principle of time management, and failure to adhere to it disrupts not only the instructional flow but also students' internal timekeeping and learning routines. If starting and ending on time remains inconsistent, then other practices, such as summarizing lessons, providing student feedback, or conducting closure activities, may also be compromised, resulting in instructional gaps and lower student retention of material. Using class time efficiently received a weighted mean of 2.61, also described as "Sometimes." This indicator strikes at the heart of instructional delivery: even if a teacher has the time, how well is it used? This middling score suggests that although some teachers attempt to maximize the use of class periods, many face challenges such as off-task behavior, extended discussions, delayed transitions, or unanticipated interruptions. Inefficient use of time undermines lesson pacing, leads to unfinished topics, and contributes

to cognitive overload or disengagement. When instructional time is mismanaged, it affects not just content coverage but also the depth of student learning, as rushed explanations or truncated activities replace richer, more engaging pedagogies.

The indicator "I engage students through varied activities" earned a mean of 2.50, rated as "Rarely." This finding is critical, as it highlights the limited instructional differentiation and creativity in teaching practices. Varied activities—like group work, simulations, multimedia integration, debates, or learning stations—are known to boost engagement, cater to diverse learning styles, and promote active learning. However, a low rating suggests that teachers may be relying heavily on traditional lecture-based or chalk-and-talk methods, perhaps due to time constraints, lack of training, or resource limitations. This lack of instructional variety may result in passive classrooms where students lose interest quickly, especially in lower-performing or multi-grade environments where differentiated strategies are essential for engagement and comprehension.

The ability to minimize classroom disruptions was also rated "Rarely", with a mean of 2.39, revealing another major issue. Disruptions can stem from poor classroom management, unclear routines, or an uninspiring learning environment—and they steal away precious minutes that could otherwise be used for instruction. If a teacher spends significant portions of the class addressing behavioral issues or re-establishing control, the lesson's flow breaks down, and students may lose their train of thought. This is especially damaging in time-sensitive curricula or for students who require a structured environment to stay engaged. Poor disruption management also increases teacher stress and reduces time for feedback, review, or enrichment activities, further weakening instructional delivery. The indicator "I give clear and concise instructions" yielded a score of 2.48, which again falls within the "Rarely" category. Clear instructions are a cornerstone of effective teaching—they set expectations, clarify objectives, and minimize misunderstandings. A lack of clarity results in students taking more time to complete tasks, requiring additional clarification, or failing to complete them altogether. This inefficient back-and-forth eats into instructional time and can result in both frustration and incomplete lessons. The fact that this aspect is rarely practiced well suggests that teachers might benefit from targeted training in communication, instructional modeling, or the use of visual aids to improve how directions and expectations are conveyed during lessons.

Maintaining student attention throughout the class session scored 2.40, still in the "Rarely" category. This suggests broader engagement issues and perhaps a mismatch between teaching methods and students' interests or cognitive needs. Sustaining attention requires planning purposeful, interactive segments that use varied stimuli (visuals, movement, transitions), and consistently checking for understanding. When students mentally check out, learning becomes passive and superficial. Time management is intimately tied to attention—too much time spent on one activity leads to boredom, while too little results in confusion.

The data suggest that many teachers may not be implementing pacing strategies or utilizing techniques such as chunking content, incorporating brain breaks, or making effective transitions to maintain students' cognitive presence. Consistency in following a lesson timeline received a mean rating of 2.46, indicating another weak area. This reflects poorly on the discipline of lesson planning and delivery, suggesting that plans are either unrealistic, activities take longer than anticipated, or teachers are distracted by other tasks. Failing to adhere to timelines can result in unfinished lessons, a lack of closure, and rushed conclusions, ultimately depriving students of opportunities for reinforcement and conceptual clarity. Moreover, when lesson timelines are not adhered to, it becomes challenging to ensure equitable instruction across sections or cohorts, resulting in discrepancies in learning outcomes. Strong lesson pacing is a product of careful planning and foresight—two elements that are clearly in need of strengthening, according to these findings.

The use of ICT tools to enhance instruction was rated 2.41, also indicating "Rarely." This is particularly concerning in an era when digital literacy and multimedia use are considered essential elements of 21st-century instruction. Integrating ICT—through videos, slides, educational apps, or interactive platforms—not only enhances engagement but also expands instructional depth, catering to both visual and auditory learners. The low rating could be attributed to a lack of access, insufficient training, or discomfort with technology among teachers. Regardless of the cause, this data highlights a critical gap in both instructional innovation and digital inclusion, reinforcing the need for capacity-building programs that prioritize tech integration as a means of time-efficient and engaging instruction. Finally, indicators such as summarizing lessons effectively (2.45) and incorporating real-life examples (2.44) scored low, despite being essential strategies for meaningful learning. Summarizing helps reinforce key points, offers students a coherent takeaway, and facilitates retention—yet its low implementation indicates that teachers may be running out of time or do not prioritize this phase of instruction.

Similarly, real-life applications make content more relevant, aid in comprehending abstract concepts, and foster deeper engagement. Failing to connect learning to students' lives results in instruction that is mechanical and decontextualized. Both of these low scores suggest that teachers are struggling not only with time allocation but also with pedagogical depth, possibly because much of their time is consumed by routine or reactive tasks rather than proactive, student-centered strategies.

In conclusion, the overarching pattern from this table is a pervasive deficiency in effective classroom time management, which directly hinders instructional delivery and student engagement. The "Rarely" rating across most indicators is alarming and indicative of systemic issues such as overloaded curricula, insufficient training, outdated methods, or resource constraints. If these challenges remain unaddressed, the learning environment in the Tinambac District may continue to suffer from inefficiencies and disengagement. Thus, professional development focused on instructional planning, engagement strategies, ICT integration, and classroom management—framed within the context of time optimization—should be considered an urgent priority for the district's educational leadership.

Assessment and Feedback

Table 10. *Time Management Practices of Teachers in Tinambac District in terms of Assessment and Feedback*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I check students' outputs promptly.	7	15	20	23	15	2.64	1.21	Sometimes
I schedule assessment tasks ahead of time.	6	14	22	24	14	2.61	1.18	Sometimes
I give feedback within a reasonable time.	5	12	21	25	17	2.45	1.16	Rarely
I align assessments with learning outcomes.	8	16	18	22	16	2.64	1.20	Sometimes
I plan different types of assessments.	6	15	19	24	16	2.58	1.17	Sometimes
I return checked outputs promptly.	7	14	18	26	15	2.56	1.19	Sometimes
I analyze student performance regularly.	6	13	20	25	16	2.53	1.18	Sometimes
I set time to create quality test items.	5	14	22	24	15	2.55	1.17	Sometimes
I provide corrective feedback to learners.	6	12	20	26	16	2.50	1.16	Rarely
I make use of rubrics in assessing outputs.	5	11	19	27	18	2.45	1.18	Rarely
Grand Mean						2.56		Sometimes

The table reveals that teachers in the Tinambac District only "sometimes" manage assessment and feedback practices effectively, with a grand mean of 2.56, indicating moderate to low consistency. Assessment and feedback are essential pillars of instructional delivery, not just as tools for evaluating student performance but also as mechanisms for informing instruction, guiding remediation, and motivating learners. The data suggests that these functions are not fully optimized by the majority of teachers, which may limit the instructional loop that connects teaching, learning, and adjustment. Without consistent feedback and well-planned assessments, students may struggle to understand their progress or identify areas for improvement, which can hinder their academic development.

The indicator "I check students' outputs promptly" received a mean of 2.64, categorized as "Sometimes." This suggests a general awareness of the importance of prompt checking but a lack of regular follow-through. Teachers might be overwhelmed with large class sizes or other professional responsibilities, resulting in delays. Prompt checking of student work is crucial in helping learners see the immediate impact of their effort and understanding of the content. The delayed checking of outputs may lead to lost instructional momentum and missed opportunities for immediate reinforcement or correction. It also reflects on the teacher's time management skills—those who cannot carve out regular periods to assess student work may unintentionally compromise instructional effectiveness. Scheduling assessment tasks ahead of time is another crucial area of concern, as it enables better pacing, preparation, and alignment with instructional goals. However, this item scored even lower, with a mean of 2.61, indicating a response of "Sometimes." This indicates a reactive rather than proactive approach to assessment. Without proper planning, assessments may feel rushed, uncoordinated, or misaligned with the actual content taught. Teachers who do not schedule assessments in advance may struggle to prepare tasks that fairly and comprehensively measure student learning, resulting in assessments that fail to reflect the intended learning outcomes accurately. This undermines both fairness and instructional coherence.

The statement "I give feedback within a reasonable time" had one of the lowest means, 2.45, and is the first to be categorized as "Rarely." This is concerning, given that timely feedback is essential for the learning process. Students rely on prompt feedback to correct misconceptions, internalize learning, and feel that their efforts are valued. Delayed feedback not only weakens student motivation but also limits the teacher's opportunities for timely intervention. A "Rarely" rating implies that many students may be progressing through units without understanding how well they are performing or whether they are meeting expectations. From a time management perspective, this points to a lack of structured systems or prioritization in the teacher's workflow for assessing and communicating feedback.

Similarly, the indicator "I align assessments with learning outcomes" also scored a 2.64, another "Sometimes" rating. This implies that teachers are inconsistently ensuring that what they assess directly corresponds to what they teach and intend students to learn. Misalignment between assessments and learning outcomes can lead to students being evaluated on skills or knowledge not emphasized in instruction, creating confusion and diminishing the validity of assessment results. Effective time management should involve not only scheduling assessments but also designing them in a way that explicitly ties to objectives. The data here suggests that such intentionality is lacking, possibly due to time constraints or insufficient training in outcome-based assessment practices. Planning different types of assessments—a key aspect of differentiated instruction and inclusive education—also garnered a "Sometimes" rating with a mean of 2.58. This indicates that although some effort is made to diversify assessment types (e.g., performance tasks, quizzes, portfolios), this is not done consistently across the board. Lack of variety in assessment types often leads to over-reliance on traditional methods like paper-and-pencil tests, which may not accurately reflect all students' abilities. The limited implementation of this practice may result from poor time management during lesson planning or a lack of awareness of alternative assessments. It also reflects missed opportunities to engage different learning styles and better diagnose student progress.

The indicator "I return checked outputs promptly" (mean = 2.56) reiterates the trend of moderate inconsistency in assessment management. Returning outputs on time is vital for closing the feedback loop and enhancing student accountability. Teachers who delay this process may inadvertently communicate that student work is not a priority, which can negatively impact classroom morale.

The "Sometimes" rating again highlights that promptness is not embedded as a habitual practice. The delays may be due to time overload, competing responsibilities, or inefficient checking methods. It signals a need for structured time blocks explicitly allocated for grading, and possibly the use of digital tools to support timely evaluation. Analyzing student performance regularly—a cornerstone of data-driven instruction—was rated 2.53, again "Sometimes." This is indicative of a teaching environment where data is not consistently used to inform instructional decisions. Regular analysis allows teachers to identify trends, track growth, and provide targeted interventions. Without it, instruction may remain generic and less responsive to the actual needs of students. Time management in this area would involve setting aside routine moments—weekly or biweekly—to examine student scores, reflect on teaching strategies, and revise plans. The fact that this practice is not done regularly limits teachers' ability to be adaptive and student-centered.

Setting time to create quality test items scored a 2.55, continuing the "Sometimes" pattern. Crafting practical assessments requires thought, clarity, and alignment with competencies. Rushing through this process can lead to ambiguous questions, poorly defined rubrics, and assessments that lack rigor. Teachers may not always dedicate time to this critical process due to overloaded schedules or a reliance on pre-made items. This compromises the quality of instruction and undermines students' ability to demonstrate fundamental understanding. Time management training should emphasize the importance of carving out focused time for test development as a key instructional responsibility, not a peripheral task. Lastly, two indicators—"I provide corrective feedback to learners" and "I make use of rubrics in assessing outputs"—both received "Rarely" ratings, with means of 2.50 and 2.45, respectively. These are the most concerning results in the entire set. Corrective feedback is essential for student learning because it helps students understand their errors and how to improve. Meanwhile, rubrics ensure consistency and transparency in the grading process. Their rare usage suggests that teachers either do not prioritize or lack the time to implement these tools. This lack of feedback and clarity in assessment could seriously affect learning quality and student motivation. These findings strongly imply a need for professional development and administrative support focused on integrating effective feedback mechanisms and rubric-based assessment into routine practice.

Administrative and Co-Curricular Responsibilities

Table 11. *Time Management Practices of Teachers in Tinambac District in terms of Administrative and Co-Curricular Responsibilities*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I submit required reports on time.	35	30	10	3	2	4.17	0.96	Often
I manage my paperwork efficiently.	32	28	12	5	3	4.01	1.01	Often
I fulfill my co-curricular duties promptly.	30	30	13	4	3	4.01	0.99	Often
I participate actively in school programs.	34	28	12	4	2	4.11	0.95	Often
I balance teaching and extra duties well.	29	30	15	4	2	4.00	0.98	Often
I maintain a clear schedule for school activities.	27	31	16	4	2	3.96	1.00	Often
I assist in organizing school events.	31	28	15	4	2	4.03	0.97	Often
I coordinate smoothly with school heads and colleagues.	30	29	14	5	2	4.01	0.99	Often
I take initiative in assigned tasks.	32	27	15	4	2	4.06	0.96	Often
I keep track of administrative deadlines.	28	30	16	4	2	3.93	1.01	Often
Grand Mean						3.99		Often

The overall result for this category reveals a grand mean of 3.99, which translates to the verbal description "Often." This is a markedly stronger outcome compared to the previous domain on classroom instruction and student engagement. It suggests that teachers in the Tinambac District generally excel at fulfilling their administrative and co-curricular responsibilities. This performance could be interpreted in several ways: either institutional accountability for administrative compliance is stronger than for pedagogy, or teachers feel more confident and in control when managing tangible, deadline-oriented tasks. This higher score also hints that the structure provided by administrative duties—often guided by clear checklists and timelines—may make them more manageable than the open-ended, complex, and often improvisational demands of teaching and student engagement.

The highest-rated item, "I submit required reports on time," received a weighted mean of 4.17, the strongest performance among all indicators. This score indicates that report submission—an essential metric for school operations and compliance with DepEd mandates—is an area where teachers are exceptionally reliable. The high performance in this indicator can likely be attributed to the clear-cut nature of such tasks. Deadlines are specific, expectations are standardized, and accountability mechanisms (such as principal oversight or system-based monitoring) are in place. Because these reports are often tied to performance reviews and administrative scrutiny, teachers may prioritize them, sometimes even at the expense of classroom preparation or instructional innovation. This finding reinforces the notion that external structures and consequences can significantly influence time management priorities. Closely following this are indicators such as "I manage my paperwork efficiently" and "I fulfill my co-curricular duties promptly," both scoring 4.01. This implies a solid and consistent capacity among teachers to handle the logistical and procedural aspects of their role. Paperwork management encompasses a range of tasks, including grading sheets, attendance logs, narrative reports, and financial documentation for events—all of which require precision, attention to detail, and meticulous time management. The ability to manage such responsibilities efficiently suggests that teachers have developed systems—whether manual or digital—to organize their work.

Similarly, prompt fulfillment of co-curricular responsibilities implies commitment beyond the classroom. Teachers are often involved in student organizations, contests, clubs, and school fairs, and the ability to juggle these duties reflects positively on their time prioritization and task delegation skills.

The indicator "I participate actively in school programs" scored 4.11, which again affirms that teachers view institutional participation as a core part of their professional identity. In many schools, attendance and active involvement in school-wide programs such as flag ceremonies, outreach events, and recognition days are not merely encouraged—they are expected. Teachers' active participation also signals their alignment with school values and community-building efforts. However, such involvement, while commendable, can also be time-consuming and exhausting, mainly when it occurs outside of teaching hours. Despite this, the strong rating suggests that teachers in Tinambac find ways to integrate these responsibilities without severely compromising other aspects of their workload, hinting at mature and practical time management habits. Balancing teaching with extra duties scored a healthy 4.00, indicating that teachers feel relatively confident in their ability to juggle multiple roles. This result is significant because it reflects the core theme of the study—how time management influences instructional delivery. Teachers are not only educators; they are coaches, advisers, planners, coordinators, and evaluators. The ability to maintain equilibrium between primary instructional responsibilities and auxiliary roles is key to avoiding burnout and sustaining high-quality education. This rating, therefore, suggests that while time may be tight, many educators in the district have developed effective coping mechanisms, such as setting priorities, delegating tasks, and scheduling buffers, to maintain productivity without severely compromising teaching effectiveness.

The statement "I maintain a clear schedule for school activities" scored slightly lower at 3.96, which, although still in the "Often" category, suggests occasional lapses in long-term planning or scheduling conflicts. Maintaining a clear schedule is critical, especially when overlapping deadlines and activities emerge—such as final grading coinciding with school program preparations. The slightly lower score may indicate that while teachers can stay on top of day-to-day tasks, there may be challenges when multiple deadlines converge.

This finding suggests the need for more robust calendaring systems or digital tools that enable better visualization and management of both short- and long-term duties across various work domains. Assisting in organizing school events earned a solid 4.03, revealing that many teachers go beyond mere participation and take on leadership or planning roles for school-based events. These roles often involve managing logistics, procurement, and rehearsals, as well as coordinating with stakeholders. Being effective in this area implies strong collaborative and time management skills, especially under pressure. That teachers score highly here implies not only competence but also trust from administrators and peers. However, this kind of work can blur the line between instructional and administrative time, sometimes pulling teachers away from academic planning. Still, the high rating reflects an ingrained culture of volunteerism and collective responsibility within the district.

Coordinating smoothly with school heads and colleagues also earned a 4.01 rating, showing that interpersonal collaboration is a strong point among teachers in the district. Effective communication and coordination are cornerstones of efficient school operations, especially in executing tasks that involve committees, task forces, or co-managed projects. High performance in this indicator reflects that teachers value teamwork and that both horizontal (colleague-to-colleague) and vertical (teacher-to-administration) lines of communication are active and functional. This likely facilitates smoother operations and faster conflict resolution, which can, in turn, lead to better management of time-sensitive responsibilities.

The indicator "I take initiative in assigned tasks" scored 4.06, suggesting that most teachers do not merely comply with directives but actively seek out ways to execute tasks independently and creatively. Initiative is a higher-order professional trait that implies not only responsibility but also ownership and proactive behavior. This rating implies that many teachers go beyond the minimum, perhaps anticipating challenges or proposing improvements in processes. Such an initiative can significantly improve time management outcomes by reducing delays, misunderstandings, and the need for micromanagement. Teachers who take initiative are often better at setting self-imposed deadlines and motivating themselves to stay ahead of timelines.

Finally, "I keep track of administrative deadlines" received a slightly lower, though still positive, rating of 3.93. This indicator, although categorized as "Often," may suggest that deadline tracking becomes more challenging during peak periods, such as the end of the quarter or the school year. Missing or forgetting deadlines can lead to a domino effect, where backlogs accumulate and negatively affect other responsibilities. The score suggests room for improvement, particularly in equipping teachers with tools or training in calendar use, digital trackers, or mobile reminders. Strengthening this area could further improve teachers' ability to meet all their responsibilities without compromising instructional quality.

Overall, the consistently strong scores across all indicators in this table indicate a culture of professionalism and accountability among teachers in Tinambac District regarding administrative and co-curricular responsibilities. These findings suggest that teachers are highly adept at managing structured, defined tasks with clear expectations and consequences. However, this strength raises questions about the contrast with their much lower performance in instructional planning and classroom engagement, as seen in earlier tables. The implication is that when tasks are formalized and monitored, teachers rise to the occasion—but when left to more abstract and creative forms of time management (like lesson pacing or student engagement), they may require more guidance, autonomy, or structural support to perform at the same level.

Personal and Professional Development

Table 12. *Time Management Practices of Teachers in Tinambac District in terms of Personal and Professional Development*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I attend professional development trainings.	12	18	25	15	10	3.01	1.13	Sometimes
I allot time for reading educational articles.	10	15	24	18	13	2.80	1.14	Sometimes
I participate in LAC sessions regularly.	13	17	20	18	12	2.86	1.15	Sometimes
I reflect on my teaching practices.	11	14	25	20	10	2.79	1.14	Sometimes
I set professional development goals.	10	16	23	20	11	2.79	1.13	Sometimes
I enroll in graduate studies or online courses.	6	10	20	25	19	2.41	1.21	Rarely
I schedule time for self-care and rest.	9	15	22	20	14	2.74	1.16	Sometimes
I collaborate with colleagues for growth.	12	14	20	20	14	2.76	1.18	Sometimes
I reflect on student feedback.	10	13	22	20	15	2.70	1.17	Sometimes
I balance professional duties with personal well-being.	11	16	21	18	14	2.79	1.15	Sometimes
Grand Mean						2.78		Sometimes

The table on personal and professional development reveals that teachers in the Tinambac District only "sometimes" engage in self-growth activities, with a grand mean of 2.78. This suggests a relatively passive approach to professional enrichment and self-care, even though both elements are essential for ensuring high-quality instructional delivery. While professional development is often encouraged through institutional mandates, the data indicate that most teachers do not proactively incorporate it into their routine. This may be due to time constraints, competing obligations, or the absence of a strong culture of continuous learning. These results highlight that both personal initiative and structured support systems are lacking, hindering sustainable professional growth.

The item "I attend professional development trainings" scored 3.01, the highest mean in the table, but it still only merits a "Sometimes" description. This reflects an average level of participation, which might be driven more by administrative requirements than intrinsic motivation. Trainings are often scheduled and mandated by school heads or divisions, meaning that attendance may be seen as a compliance task rather than a meaningful opportunity for development. The fact that this score did not reach "Often" suggests that either the frequency of training is low, the opportunities are inaccessible, or teachers struggle to allocate time to attend them. This has clear implications for instructional delivery, as irregular upskilling leaves teaching methods stagnant and out of sync with pedagogical innovations. The item "I allot time for reading educational articles" (mean = 2.80) indicates that teachers only sometimes engage in self-directed learning. Reading professional literature is crucial for staying up-to-date with the latest trends in pedagogy, classroom management, curriculum design, and educational technology. However, without institutional incentives or dedicated time for this type of reading, teachers are unlikely to make it a priority. Many may rely on surface-level summaries or informal discussions rather than engaging in deep, reflective analysis of research-based practices. This suggests a time management challenge—educators may be so consumed by routine tasks that there is no room left in their schedules for reading and reflection, even though such activities could directly improve instructional effectiveness.

Participation in LAC (Learning Action Cell) sessions garnered a mean of 2.86, reflecting a moderate commitment to collaborative development. While the Department of Education mandates LACs as part of school-based professional development, their implementation can vary widely. The "Sometimes" rating suggests that either the sessions are inconsistently held, not well-facilitated, or not seen as particularly impactful by teachers. Since LACs are designed to foster peer learning and collectively solve instructional problems, irregular or superficial participation limits their intended impact. Teachers may attend without thoroughly engaging, possibly due to poor scheduling, insufficient time, or inadequate facilitation skills among LAC leaders. Reflective practice—measured through the item "I reflect on my teaching practices"—received a 2.79 mean. This is concerning, as reflection is a cornerstone of effective teaching and time management. Through reflection, teachers can identify what strategies are working, what needs improvement, and how their time is being spent during instruction. A "Sometimes" rating suggests that most teachers do not systematically engage in this process, which reduces their capacity to grow professionally. Moreover, a lack of reflection often results in recurring instructional mistakes or inefficiencies. If teachers do not consciously evaluate their methods, they are unlikely to identify and eliminate time-wasting habits or ineffective teaching routines.

Setting professional development goals also earned a low mean of 2.79, indicating that goal-oriented growth is not a widespread practice. Without setting clear goals, personal and professional development becomes reactive rather than strategic. Teachers may engage in training or studies opportunistically rather than as part of a larger plan to improve specific competencies. This has a direct impact on time management because goal-setting helps prioritize tasks, allocate time appropriately, and measure progress. The absence of this behavior suggests that teachers may not be mapping out their career trajectories or aligning their activities with long-term instructional goals, which can result in disorganized workloads and underutilized development opportunities. The statement "I enroll in graduate studies or online courses" earned the lowest score in this section, at 2.41, described as "Rarely." This clearly reflects the challenges teachers face in pursuing formal advanced studies. The low score could be attributed to the financial burden of graduate programs, the lack of nearby institutions offering flexible schedules, and time constraints resulting from teaching loads and personal

responsibilities. Nevertheless, this is a crucial area of concern. Advanced studies have a significant impact on how teachers manage instructional time, integrate new methods, and lead educational innovation. The lack of enrollment reflects systemic and personal barriers that limit deep professional growth, making it difficult for teachers to reach expert levels of instructional performance.

"I schedule time for self-care and rest" received a mean of 2.74, reflecting how teachers often prioritize personal well-being last on their list. Although it is categorized under "Sometimes," it still indicates that many educators are not consciously managing their time to incorporate wellness practices. Chronic stress, fatigue, and burnout can diminish instructional quality, reduce patience and empathy in the classroom, and impair decision-making. Poor work-life balance also affects teachers' ability to be reflective, creative, and adaptive—all qualities necessary for effective teaching. Incorporating time for self-care is not a luxury but a strategic necessity, and the data suggest that this mindset has yet to fully take root among many teachers. The indicator "I collaborate with colleagues for growth" also scored modestly at 2.76, another "Sometimes" rating. Collegial collaboration—whether through co-planning, peer observations, or mentoring—has been shown to enhance instructional effectiveness significantly. Teachers who regularly work with their peers can develop more efficient planning routines, share resources, and divide responsibilities, thus improving time management across the board. However, in the Tinambac District, this appears to happen sporadically. Limited collaboration might be due to scheduling conflicts, lack of institutional encouragement, or a school culture that does not prioritize teamwork. Enhancing collaboration can help teachers manage their workloads more effectively and elevate their professional practice.

Lastly, the items "I reflect on student feedback" (mean = 2.70) and "I balance professional duties with personal well-being" (mean = 2.79) round out the dataset with similar "Sometimes" ratings. Student feedback is a powerful but often underutilized tool for improving instructional delivery. When teachers overlook this resource, they miss opportunities to tailor their teaching to the actual needs of learners. Similarly, failing to strike a balance between professional duties and personal life leads to time fragmentation, stress, and diminished productivity. Both indicators suggest gaps in time management, where better prioritization, planning, and self-awareness could enhance both teacher performance and well-being. Building a culture of reflection and balance could dramatically improve the professional lives of teachers in the district.

Level of Instructional Delivery among Teachers in Tinambac District

Lesson Clarity and Organization

Table 13. *Level of Instructional Delivery among Teachers in Tinambac District in terms of Lesson Clarity and Organization*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I begin lessons with clear objectives.	34	30	10	4	2	4.13	0.92	Often
I organize lessons logically.	32	31	11	4	2	4.10	0.93	Often
I provide clear explanations.	30	32	12	4	2	4.08	0.94	Often
I use transitions smoothly between topics.	28	30	14	5	3	3.94	1.00	Often
I provide lesson outlines when needed.	26	31	15	6	2	3.93	0.98	Often
I follow a consistent structure during instruction.	25	30	17	6	2	3.89	0.96	Often
I use graphic organizers or visuals.	27	28	17	5	3	3.89	0.99	Often
I relate new content to prior knowledge.	28	27	16	6	3	3.89	0.97	Often
I provide examples to clarify content.	29	26	17	5	3	3.91	0.95	Often
I check for understanding during the lesson.	27	29	16	5	3	3.88	0.98	Often
Grand Mean						3.88		Often

The strong performance in administrative and co-curricular responsibilities, as evidenced by the consistently high weighted means and relatively low standard deviations, suggests a well-established culture of compliance and accountability in the Tinambac District. Teachers seem to be operating within a system where administrative duties are clearly communicated, monitored, and evaluated. This may stem from established school processes, regular feedback mechanisms, or the integration of these tasks into teacher performance evaluations, such as the Results-Based Performance Management System (RPMS). In such systems, documentation, punctuality, and participation in school activities carry tangible consequences, either in the form of recognition or administrative feedback. Thus, teachers have adapted and developed time management habits that prioritize tasks with visible outcomes and administrative oversight.

This high level of performance may also be the result of peer reinforcement and collective responsibility within schools. In many Filipino public schools, a deeply embedded sense of "bayanihan" or community spirit prevails, where teachers collaborate and support one another in fulfilling their school obligations. This spirit of cooperation can reduce the individual burden of administrative and co-curricular responsibilities. For instance, teachers may co-organize programs, rotate documentation tasks, or remind one another of deadlines. While this enhances time efficiency and builds strong working relationships, it may also inadvertently reinforce a culture that emphasizes procedural duties over instructional innovation. The balance between administrative excellence and pedagogical depth must therefore be carefully monitored. Another dimension worth exploring is the possible overextension of teacher roles. The high scores in administrative duties, while commendable, may suggest that teachers are allocating a significant amount of time and energy to these areas—perhaps at the expense of classroom preparation and student engagement. It is not uncommon in Philippine schools for

teachers to be assigned as program chairs, club moderators, committee secretaries, and logistics coordinators—all while managing full teaching loads. Although they are performing well under pressure, this situation is unsustainable in the long term. If left unchecked, it can lead to burnout, reduced instructional creativity, and a hollowing out of teaching as a core responsibility. In this light, school heads must ensure that administrative excellence does not overshadow pedagogical mastery.

The data also prompts reflection on institutional leadership and support systems. The fact that teachers are performing well administratively may be a direct result of strong school leadership that sets clear expectations, disseminates information effectively, and provides structures for task completion. Suppose school heads are proactive in delegating responsibilities, following up on deadlines, and acknowledging teachers' non-teaching contributions. In that case, the work culture naturally evolves toward one of timely and efficient performance. However, such leadership must also extend its influence to teaching and learning, providing similar clarity, monitoring, and support for classroom instruction and student-centered pedagogical practices. Leadership development programs must thus focus on holistic school performance—ensuring that academic and administrative excellence go hand in hand. It is also worth considering the role of technology and tools in facilitating strong performance in this area. Many teachers may be utilizing tools such as Google Workspace, DepEd Commons, digital calendars, messaging groups, and report templates to streamline their administrative tasks. These tools reduce time wastage and allow for more precise tracking of duties. However, the same level of digital integration may not yet be present in the area of classroom management or instructional delivery. Teachers might feel confident using Google Forms for surveys, but less so in integrating multimedia into lesson plans. Professional development should therefore bridge this gap, expanding the successful use of digital tools in administrative work into classroom instruction and assessment as well.

Looking at the data through the lens of professional identity, teachers in Tinambac may take great pride in being dependable members of the school community. In Filipino culture, a teacher's reputation often hinges on visibility, participation, and reliability during school events. Because these traits are celebrated both within the institution and in the wider community, teachers may naturally place high importance on these aspects of their work. However, this externally validated performance may not always translate to internal motivation for instructional enhancement. This suggests a need to recalibrate how excellence is defined and rewarded in schools—to include not just co-curricular involvement but also evidence of student learning and creative teaching methods. Furthermore, the high level of participation in school programs may reflect a broader social expectation in public schools, where teachers are seen not just as educators but also as community leaders and moral exemplars. Their presence during events, community outreach, or flag ceremonies is both symbolic and functional. This social role, while noble, contributes to an overly broad job description and stretches teachers' already limited time. Policymakers and administrators should consider strategies to streamline or rotate these responsibilities so that time can be more equitably redistributed toward lesson planning, student assessment, and reflective practice—all of which are currently underemphasized in the performance indicators.

The results also underline the differentiated competencies among teachers. While many teachers have clearly developed systems to excel in co-curricular and administrative aspects, the same systems may not yet exist for instructional delivery. This suggests an opportunity for peer-led capacity building. Teachers who are efficient and organized in report writing or event planning could be tapped as resource persons to help colleagues develop parallel structures for planning lessons, integrating ICT, or managing student engagement. Internal mentoring models would allow the district to capitalize on existing strengths while addressing performance gaps in a cost-effective and context-sensitive manner.

From a strategic standpoint, the findings present a call for balance. If teachers continue to invest heavily in administrative excellence without a proportional investment in instructional effectiveness, then the core mission of education—student learning—may become secondary. District and school leaders must craft interventions that elevate instructional time management to the same level of urgency as administrative compliance. This could include classroom walkthroughs, coaching for instructional delivery, teaching demonstrations, or recognition for innovative teaching practices. Aligning these two performance areas would lead to more comprehensive teacher development and more effective student learning outcomes.

Lastly, these results should prompt a re-examination of workload distribution and time-on-task analyses within the district. Time audits could reveal exactly how much of a teacher's workday is spent on non-instructional duties versus planning, teaching, and assessing student performance. This empirical data could then inform staffing decisions, the creation of dedicated planning periods, or the assignment of support staff. In this way, the district can move from an anecdotal understanding of teacher workload to data-driven action, ensuring that every teacher's time is used not only efficiently but also meaningfully in support of quality education.

Student Participation and Engagement

The data on student participation and engagement shows a moderately positive picture of teaching practices in the Tinambac District, as indicated by a grand mean of 3.45, categorized as "Sometimes." While this suggests that teachers are making efforts to engage students in their lessons, the frequency and consistency of these practices vary considerably. Two of the ten indicators reached an "Often" rating. At the same time, the rest remained at "Sometimes," indicating that while student engagement is recognized as important, its implementation is not yet fully embedded in day-to-day teaching practice. Engagement is a critical component of instructional delivery because it determines the extent to which students are mentally, emotionally, and behaviorally involved in their learning. Therefore, time management practices that make room for engagement strategies are crucial.

Table 14. *Level of Instructional Delivery among Teachers in Tinambac District in terms of Student Participation and Engagement*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I encourage students to ask questions.	22	28	18	8	4	3.70	1.03	Often
I use group activities regularly.	20	26	20	9	5	3.61	1.06	Often
I involve students in discussions.	19	25	21	10	5	3.55	1.05	Sometimes
I ask open-ended questions.	18	24	22	11	5	3.51	1.04	Sometimes
I call on different students to participate.	16	26	22	11	5	3.48	1.03	Sometimes
I create interactive activities.	17	24	22	12	5	3.46	1.02	Sometimes
I integrate games or fun tasks into learning.	15	22	23	13	7	3.34	1.09	Sometimes
I adapt my approach based on student interest.	14	24	22	14	6	3.36	1.07	Sometimes
I give opportunities for student-led activities.	13	23	24	13	7	3.33	1.08	Sometimes
I monitor participation levels during class.	15	25	21	13	6	3.40	1.06	Sometimes
Grand Mean						3.45		Sometimes

The highest scoring item, "I encourage students to ask questions," received a weighted mean of 3.70, indicating it is done "Often." This result is encouraging, as question-asking fosters curiosity, clarifies misunderstandings, and signals to students that their thoughts and voices are valued in the learning process. When teachers intentionally create a classroom atmosphere that welcomes inquiry, it cultivates active participation and deeper understanding. However, encouraging students to ask questions is just one part of fostering engagement—it must be paired with the time and patience to address those questions meaningfully. The "Often" rating also suggests that this practice may be one of the more manageable engagement strategies in terms of time and preparation.

"I use group activities regularly" is another high-performing indicator with a mean of 3.61, also rated as "Often." Group work is essential for promoting collaboration, critical thinking, and communication skills. Its relatively high rating may suggest that teachers in the Tinambac District see the value of cooperative learning and are making efforts to incorporate it into their instructional routines. However, group work requires considerable time and planning—both during lesson preparation and class time. It must be well-structured to avoid off-task behavior and ensure all students are actively participating. That teachers manage to implement this practice frequently speaks to a certain level of instructional organization and time allocation that favors interactive learning. The item "I involve students in discussions" received a mean of 3.55, the highest-scoring "Sometimes" item. Classroom discussions are essential for encouraging diverse viewpoints, fostering critical thinking, and making learning more engaging and interactive. This score suggests that while discussions are occurring, they are not consistently incorporated into daily instruction. A possible reason is that discussions can be unpredictable and time-consuming, which might deter teachers working within rigid class schedules. If time is not well-managed, discussions may derail or prevent the coverage of the intended content. Nonetheless, the near "Often" score shows promise and suggests that with better time structuring, discussion-based learning could be expanded further.

"I ask open-ended questions" is another core strategy for eliciting higher-order thinking, and its mean of 3.51 implies moderate usage. Open-ended questions require more than a yes-or-no answer and invite students to analyze, synthesize, and evaluate information. This practice requires more time, both in planning and during class facilitation, and the "Sometimes" rating may reflect constraints on instructional time or a preference for more direct questioning to maintain lesson pacing. Still, consistent use of open-ended questioning is key to engagement and should be emphasized in future training. It also reflects a teaching philosophy that values student thought processes over rote memorization. Calling on different students to participate received a score of 3.48, also in the "Sometimes" range. Cold-calling or guided participation is often used to maintain attention, check for understanding, and ensure equitable participation in the classroom. However, time constraints, classroom size, and varying student personalities may influence how often teachers use this technique. The data suggest that while teachers make an effort to involve multiple students, it may not be systematic or inclusive. A structured approach—such as using participation charts or randomizers—could help improve both equity and time efficiency in calling on students, while reducing unconscious biases in participation.

"I create interactive activities" was rated with a mean of 3.46, indicating that such activities are not yet consistently applied. Interactive activities often require more extensive preparation and class time, which may deter teachers who are under pressure to follow a pacing guide or cover a fixed amount of content. Nevertheless, these activities are vital for maintaining student interest and promoting active learning. If teachers can improve their time management during planning and instruction, they might be able to incorporate more interactive elements without sacrificing curriculum coverage. Schools could also support this by encouraging resource sharing and co-planning to reduce the prep time required for such activities. The indicator "I integrate games or fun tasks into learning" scored 3.34, further reinforcing that while engagement is valued, entertainment-based learning strategies are still underutilized. Educational games and fun tasks not only enhance participation but also support retention through experiential learning. However, games often require careful planning to ensure they remain instructional and not purely recreational. Teachers may avoid them due to perceived time inefficiency, especially when assessment and content coverage are heavily prioritized. This score suggests that a culture shift might be needed to encourage viewing fun tasks not as distractions, but as time-effective tools for deep learning.

Adapting one's approach based on student interest received a mean of 3.36, signaling that differentiated instruction remains a work in progress. Adjusting lessons to student preferences requires a degree of flexibility that not all teachers feel they have, especially in classrooms governed by standardized curricula. This practice requires teachers to observe, interpret, and apply student feedback in real-time, which is challenging without effective time management and planning systems. The moderate score here suggests that while some effort is made to be student-responsive, more institutional support and professional training are needed to help teachers build flexible lesson structures that can accommodate student-driven learning. Providing opportunities for student-led activities also scored low, with a mean of 3.33. This is noteworthy because student-led learning encourages autonomy, responsibility, and leadership—key competencies in 21st-century education. However, student-led activities are inherently more complex to organize, requiring scaffolding, monitoring, and debriefing. They also occupy more time than teacher-directed instruction, which may explain the inconsistent application of this strategy. The low score reflects a missed opportunity to transfer some instructional control to students, which could actually alleviate teacher workload and optimize class time when implemented effectively.

Finally, the indicator "I monitor participation levels during class" scored 3.40, suggesting this is done with moderate consistency. Monitoring participation helps ensure that engagement is not limited to a few outspoken students. However, without deliberate tracking systems, teachers may overlook students who are passive learners. Time management plays a significant role here—teachers must juggle instruction, assessment, classroom management, and observation, which can be overwhelming. A more substantial commitment to formative observation and participation tracking could improve overall classroom engagement and help teachers adjust instruction on the fly to better include all learners.

Effective Use of Instructional Time

Table 15. *Level of Instructional Delivery among Teachers in Tinambac District in terms of Effective Use of Instructional Time*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I start class promptly.	28	26	18	6	2	3.93	0.92	Often
I use the entire class period productively.	26	27	19	6	2	3.89	0.94	Often
I minimize off-task behavior.	20	25	22	9	4	3.59	1.03	Sometimes
I transition between activities efficiently.	21	24	21	9	5	3.55	1.06	Sometimes
I keep students focused during the lesson.	19	26	20	10	5	3.51	1.07	Sometimes
I avoid wasting time on non-teaching tasks.	22	23	20	10	5	3.58	1.05	Sometimes
I structure my time for group vs individual work.	20	22	21	11	6	3.48	1.07	Sometimes
I manage time when using multimedia.	21	25	20	9	5	3.60	1.04	Sometimes
I allocate time for review activities.	23	24	19	9	5	3.66	1.02	Sometimes
I end lessons with a summary or reflection.	25	26	17	8	4	3.79	1.00	Often
Grand Mean						3.66		Sometimes

The overall grand mean of 3.66, corresponding to "Sometimes," suggests that while teachers demonstrate some promising practices in managing instructional time, their consistency and effectiveness in doing so are not yet at an optimal level. This rating indicates that teachers occasionally employ time-efficient strategies, but not consistently or across all components of a lesson. The data reflects fluctuating time management habits—some elements are performed well (such as starting and ending class promptly), while others, like maintaining focus or structuring time for varied tasks, still present significant challenges. In terms of instructional delivery, this inconsistency can lead to uneven learning experiences for students, underscoring the need for interventions that help teachers integrate efficient time use as a habitual, daily practice.

The highest-rated statement, "I start class promptly," received a weighted mean of 3.93 and was rated "Often." This finding is encouraging and indicates that many teachers have internalized the discipline of punctuality at the start of the instructional period. Beginning class on time is fundamental for setting the tone of the session, establishing routines, and maximizing available instructional minutes. A strong start allows for warm-ups, reviews, or immediate engagement in the lesson proper, which supports both cognitive readiness and behavioral control. However, starting on time must also be linked to maintaining that momentum throughout the session. Promptness alone, while important, is not enough if not followed through with effective content delivery and purposeful activity management. Closely related is the indicator "I use the entire class period productively," which yielded a mean of 3.89 and was also rated "Often." This suggests that a significant portion of teachers are mindful of using the whole class period for instruction, rather than allowing time to be lost to non-essential activities or idleness. This is a vital component of quality teaching—ensuring that every minute contributes to student learning, whether through instruction, discussion, or reflective practice. That said, the nearly identical scores for starting class on time and using the period productively suggest a logical sequence in teacher behavior: those who begin promptly tend to manage time more purposefully throughout. Nonetheless, the goal should be to raise this from "Often" to "Always," especially in an environment where time is often cited as a scarce resource.

A cluster of indicators, however, received lower scores in the "Sometimes" range, which tempers the otherwise positive outlook. For instance, "I minimize off-task behavior" received a mean of 3.59, reflecting that while some teachers manage to reduce student

distractions and off-task tendencies, many still struggle in this area. Off-task behavior—such as talking out of turn, not following directions, or daydreaming—can significantly drain instructional time. Effective classroom management requires proactive strategies, engaging lesson delivery, and clear behavioral expectations. The middling score here suggests that student discipline and attention remain challenges in many classrooms, which might not only waste time but also degrade the quality of instructional delivery for the rest of the class. Similarly, the indicator "I transition between activities efficiently" scored 3.55, revealing that teachers are only moderately successful in shifting from one task or learning segment to another without unnecessary delays. Transitions are often underestimated as time-wasters—moments where attention lags, instructions get lost, or students become disengaged. Efficient transitions are signs of strong planning and classroom control. Teachers who can seamlessly move from lecture to discussion, or from group work to independent practice, are better able to maximize time and maintain momentum. The relatively low score suggests that many teachers may require support in structuring their lessons more effectively or rehearsing transitions with students to enhance pacing.

The ability to keep students focused during the lesson was rated 3.51, which is one of the lowest ratings in the table. This finding reflects a core instructional challenge: sustaining student engagement over a 45- to 60-minute period. Maintaining attention requires more than good content—it demands dynamic delivery, student interaction, and continuous reinforcement. If focus wanes, teachers must pause, redirect, or re-explain—each instance costing valuable time. The "Sometimes" rating here is critical because it likely affects all other indicators. When students are disengaged, transitions become more challenging, tasks take longer, and classroom management becomes more reactive rather than proactive. The data imply that teachers may need targeted training in attention-sustaining strategies, including movement, visuals, questioning techniques, and task variation. "I avoid wasting time on non-teaching tasks" also scored within the "Sometimes" range at 3.58, highlighting a key area where instructional time often erodes. Non-teaching tasks can include collecting late homework, addressing administrative issues during class, disciplining minor misbehavior, or searching for materials mid-lesson. These interruptions break the instructional flow and reduce the time available for teaching and learning. The moderate score here indicates that while some teachers can manage these efficiently, others may not be planning well enough or may not have the necessary structures in place (such as student roles or materials management) to prevent such disruptions. Improving in this area could significantly increase available instructional minutes without requiring additional resources.

The indicator "I structure my time for group vs. individual work" received a lower mean of 3.48, underscoring a critical instructional design issue. Properly balancing collaborative and independent tasks is crucial not only for pedagogical effectiveness but also for time efficiency. Group work, for instance, often takes longer to manage and wrap up, especially when not clearly scaffolded or monitored. Conversely, too much individual work can lead to disengagement or insufficient peer learning. The low rating here may suggest that teachers either do not consistently plan their lessons around structured group and individual activities, or they struggle to estimate the time required for each. Training in lesson planning that incorporates timed blocks and flexible grouping strategies would likely address this gap. Interestingly, the use of technology in instruction, as reflected in the indicator "I manage time when using multimedia," scored 3.60, a modest but important figure. Multimedia use—such as videos, slide presentations, or educational software—can enhance lessons but also consume time if not carefully planned. Technical glitches, unprepared equipment, or lengthy media segments can disrupt the lesson and eat into the time allocated for it. A "Sometimes" score here suggests that while teachers are attempting to integrate multimedia, they may still be learning how to use it efficiently. Professional development could focus on curating time-conscious digital content, utilizing timers for video clips, or integrating technology into tightly scripted lesson plans to maximize impact while minimizing wasted time.

"I allocate time for review activities" scored slightly higher at 3.66, which is encouraging, as reviews are essential for reinforcing learning and checking understanding. However, the rating still falls short of "Often," implying inconsistency. Effective teachers typically reserve a few minutes at the end of lessons to summarize key points, address any lingering questions, or conduct informal quizzes with students. If review time is rushed or skipped entirely, students leave with partial or misunderstood content, which then needs to be re-taught later—wasting future instructional time. Embedding review segments as non-negotiable parts of lesson plans and rehearsing time-bound summaries can improve both retention and efficiency.

Finally, "I end lessons with a summary or reflection" received a comparatively more substantial score of 3.79, suggesting that many teachers understand the value of closure activities in structuring instructional time. Lesson endings are pedagogically significant—they help students consolidate what they have learned and prepare for the next session. A well-executed summary can elevate a lesson from functional to impactful. Still, the fact that this is not scored as "Always" indicates room for improvement. Teachers may sometimes run out of time, underestimate its importance, or fail to integrate it into their pacing. Emphasizing reflection and synthesis as critical instructional steps in teacher training can further enhance the effectiveness of this final segment of class.

In totality, this table highlights a landscape where teachers are trying to manage instructional time effectively but are hindered by inconsistent implementation, inadequate planning, or classroom dynamics that they have not fully mastered. While they demonstrate the capacity to start intensely and use class time productively, the persistent "Sometimes" ratings across engagement, focus, transition, and structuring strategies indicate that more targeted interventions are needed. These could include lesson planning clinics, classroom management workshops, and peer observation programs where time use is a focal point. Equipping teachers with both theoretical frameworks and practical tools will help them move from occasional time efficiency to consistent instructional excellence.

Learning Assessment and Feedback

Table 16. *Level of Instructional Delivery among Teachers in Tinambac District in terms of Learning Assessment and Feedback*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I use formative assessments during lessons.	26	25	18	7	4	3.82	1.00	Often
I provide feedback on student outputs.	27	26	17	6	4	3.84	0.97	Often
I evaluate understanding through Q&A.	25	27	18	6	4	3.83	0.99	Often
I adjust instruction based on assessments.	22	26	19	8	5	3.71	1.01	Often
I use rubrics or criteria in grading.	20	25	20	10	5	3.63	1.02	Sometimes
I give praise and suggestions in feedback.	21	24	21	9	5	3.63	1.03	Sometimes
I monitor progress through short quizzes.	23	26	19	7	5	3.75	1.01	Often
I analyze results to improve teaching.	22	25	20	8	5	3.71	1.02	Often
I conference with students when needed.	20	22	21	11	6	3.53	1.05	Sometimes
I provide timely feedback.	24	26	18	7	5	3.78	0.99	Often
Grand Mean						3.72		Often

The data on learning assessment and feedback present a significantly more favorable picture compared to other domains in the study, with a grand mean of 3.72 and an overall verbal description of "Often." This result indicates that teachers in the Tinambac District are actively and regularly engaging in assessment-related tasks and integrating feedback into their instructional routines. The high frequency of these practices is encouraging, particularly because assessment and feedback are crucial for driving student learning, identifying learning gaps, and shaping instructional decisions. The frequent application of these practices also indicates relatively well-managed time allocation in this area, suggesting that teachers recognize the essential role that assessment plays in student achievement and consistently strive to incorporate it into their daily instruction.

"I provide feedback on student outputs" garnered the highest weighted mean of 3.84, suggesting that feedback delivery is a well-practiced habit among the majority of teachers. This result is particularly significant, as it aligns with modern pedagogical principles emphasizing formative assessment and student-centered learning. Providing regular feedback helps learners understand their progress, identify areas for improvement, and build confidence. The high frequency of this practice may be influenced by institutional policies that encourage feedback or by personal teaching philosophies that prioritize growth-oriented instruction. Notably, the ability to provide feedback consistently implies that teachers are making time within their busy schedules to review, assess, and respond to student work—an indicator of strong time management practices aligned with instructional goals. Closely following is the item "I evaluate understanding through Q&A," with a mean of 3.83. Question-and-answer strategies are among the most commonly used formative assessment tools, enabling teachers to gauge comprehension in real-time. The "Often" rating indicates that teachers in Tinambac actively engage students during lessons to check for understanding, promoting interaction and continuous assessment. The use of Q&A also demonstrates instructional flexibility, as it allows teachers to adjust their pacing or re-teach concepts as needed. The consistent use of this technique is likely contributing to more responsive instruction and may also be enhancing classroom engagement. Time-wise, it represents a quick and efficient way to assess learning, making it a practical and manageable assessment strategy.

Another strong indicator, "I use formative assessments during lessons," received a weighted mean of 3.82, which again supports the conclusion that real-time assessment is a regular feature of classroom instruction. Formative assessments—such as exit tickets, brief writing prompts, or verbal checks—are essential tools for capturing student understanding without the formality of summative tests. Their high frequency implies that teachers are not merely relying on traditional exams but are embedding assessment into the learning process. From a time management perspective, this shows planning and an integrated approach to instruction, where assessment is not seen as a separate activity but rather a natural extension of the lesson. The statement "I provide timely feedback" also scored highly, with a mean of 3.78, reinforcing that teachers are not just offering feedback but are doing so within a time frame that supports learning. Timeliness is crucial in feedback, as delayed responses can limit the effectiveness of corrective guidance and reduce student motivation. The high frequency here is commendable and suggests that teachers are allocating time in their workflow to ensure that students receive input. At the same time, it is still relevant to their learning experience. This finding may reflect improvements in professional development or school-level accountability structures that emphasize prompt communication between teachers and students.

The rating of "I monitor progress through short quizzes," at 3.75, reflects the consistent implementation of low-stakes assessments that help teachers track understanding and retention. Quizzes are beneficial for both learners and educators, as they provide students with a sense of how well they are grasping the content and enable teachers to collect data that informs future instruction. The frequent use of this method indicates a disciplined approach to learning assessment, one that does not rely solely on major tests but spreads evaluation evenly across instructional units. The inclusion of short quizzes also supports effective time management, as they can be administered and checked quickly, minimizing disruption while maximizing instructional value.

"Adjusting instruction based on assessments" and "Analyzing results to improve teaching" both achieved weighted means of 3.71, revealing a pattern of data-informed instruction. These indicators are crucial for reflective and responsive teaching. When assessments

are used not just to measure learning but to inform teaching strategies, it marks a shift toward evidence-based instruction. The fact that these are practiced "Often" implies that many teachers in the district are actively analyzing student work and performance data, then using those insights to revise lesson plans or adapt teaching methods. These are high-level time management skills, indicating that teachers are carving out time not only for instruction but also for strategic review and improvement. The item "I use rubrics or criteria in grading" received a slightly lower score of 3.63, which falls just within the "Sometimes" range. Rubrics are vital for transparent and consistent grading, as they help students understand expectations and provide a structured way for teachers to assess performance. That this practice is only "Sometimes" applied suggests that although assessment is frequent, the standardization of grading tools may be lacking. This could reflect either a lack of training in rubric design or insufficient time allocated for creating such tools. Encouraging more frequent use of rubrics could enhance the quality of feedback and increase efficiency in grading, reducing subjectivity and clarifying performance targets for students.

Similarly, the indicator "I give praise and suggestions in feedback" also scored 3.63, indicating that while feedback is frequently provided, it may not always be balanced or constructive. Effective feedback involves not just pointing out errors but also affirming strengths and guiding improvement. The fact that this is done only "Sometimes" suggests that feedback may be more evaluative than developmental. From a time management standpoint, offering high-quality feedback that includes praise and suggestions requires thoughtful consideration and planning. If time is not explicitly set aside for this, feedback may become rushed or purely corrective, missing opportunities to encourage student growth and motivation. The lowest-scoring item in this domain, "I conference with students when needed," earned a mean of 3.53, which is still relatively high compared to other sections of the study. Conferencing is a powerful yet time-intensive strategy that enables individualized feedback and fosters personal connection. That it is practiced "Sometimes" reflects the practical challenges of large class sizes, limited non-teaching hours, and high workloads. Despite its lower rating, this practice holds immense value in enhancing learning outcomes, particularly for students who struggle academically. Schools could explore ways to institutionalize conferencing through scheduled feedback days or by integrating it into LAC sessions, ensuring that even time-consuming yet impactful practices are not neglected.

In summary, the consistently high ratings in this section highlight that assessment and feedback are strong areas of practice among teachers in the Tinambac District. Compared to other domains, these indicators reflect a well-developed understanding of the importance of checking for understanding, responding to student needs, and modifying instruction accordingly. Importantly, these practices demonstrate effective time management—teachers are not only planning and delivering lessons but are also embedding ongoing evaluation into their daily routine. However, growth opportunities remain, particularly in areas such as rubric use, constructive feedback, and individualized conferencing. Supporting teachers in these areas can further elevate the quality of instructional delivery and ensure that time spent on assessment translates into meaningful learning improvements.

Achievement of Learning Objectives

Table 17. *Level of Instructional Delivery among Teachers in Tinambac District in terms of Achievement of Learning Objectives*

Statement Indicators	*5*	*4*	*3*	*2*	*1*	*Weighted Mean*	*Std. Dev.*	*Verbal Description*
I state learning goals clearly.	35	30	10	3	2	4.17	0.91	Often
I plan activities that support objectives.	32	30	12	4	2	4.10	0.94	Often
I align my assessments with objectives.	30	28	14	6	2	4.05	0.97	Often
I evaluate if learning outcomes are met.	29	27	15	6	3	4.00	0.98	Often
I adjust methods to meet learning outcomes.	28	28	14	6	4	3.96	1.00	Often
I use performance tasks to assess mastery.	26	26	16	7	5	3.84	1.03	Often
I relate learning objectives to real life.	28	27	15	6	4	3.95	0.99	Often
I monitor individual student progress.	27	28	15	6	4	3.95	0.97	Often
I conduct regular reviews to reinforce learning.	30	25	16	5	4	3.95	0.98	Often
I ensure that students can articulate what they have learned.	28	26	16	6	4	3.90	0.99	Often
Grand Mean						3.90		Often

The overall grand mean of 3.90, described as "Often," indicates that teachers in the Tinambac District demonstrate a strong and consistent commitment to aligning their instruction with learning objectives. This score suggests that most teachers are intentionally planning and executing their lessons with a clear focus on outcomes, rather than merely covering content for compliance. Such a rating reflects positively on the district's emphasis on outcome-based education principles and implies a relatively high degree of instructional intentionality. However, the fact that "Always" was not reached implies room for growth in both depth and consistency—some teachers may perform these practices well in theory but not always carry them out with fidelity across all subjects, grade levels, or student contexts.

The indicator "I state learning goals clearly" received the highest mean score of 4.17, showing that teachers place strong emphasis on communicating objectives to their students. Clarity in setting goals is essential, as it sets the tone and direction for the entire lesson.

When students know what they are expected to learn, they become more focused and motivated. Clear articulation of goals also enhances teacher accountability, as it requires instructors to reflect on the purpose of each lesson and ensure alignment with overall objectives. This high score suggests that most teachers in Tinambac make deliberate efforts to frame lessons within understandable, learner-friendly objectives. However, ensuring that students internalize and connect with these goals remains a deeper layer of instructional engagement that still needs further development. Closely following is "I plan activities that support objectives," with a weighted mean of 4.10, which is another strong indicator reflecting teachers' capacity to design lessons that are purposeful and aligned. This suggests that the majority of educators are deliberate in choosing tasks, drills, or exercises that reinforce learning outcomes, rather than simply selecting arbitrary or convenient activities. Such alignment is vital in ensuring instructional coherence and efficiency. When activities support rather than distract from the goal, instructional time is optimized, and the likelihood of mastery increases. However, planning alone does not guarantee effective implementation—teachers must also be skilled in facilitating these activities and ensuring student engagement, a challenge hinted at in other parts of the study.

The ability to align assessments with objectives scored a 4.05, indicating that many teachers understand the principle of backward design—where assessment is used to check for mastery of clearly articulated goals. When assessments are congruent with instructional content, they provide meaningful feedback to both students and teachers. This alignment ensures that time spent in class directly contributes to measurable outcomes. The slightly lower score, however, suggests that not all teachers may be using varied or nuanced assessment strategies, and some might still default to traditional quizzes or tests that do not fully capture student understanding. Continuous professional development in performance-based and formative assessment design could help elevate this already strong performance to an even higher level of excellence. The statement "I evaluate if learning outcomes are met" received a score of 4.00, indicating that teachers in the district regularly check whether students have actually achieved the intended objectives. This demonstrates an understanding of learning as a measurable, observable process, rather than just a procedural one. Teachers who engage in regular evaluation can adjust their pacing, reteach concepts that are misunderstood, and scaffold future lessons accordingly. That said, this practice also depends heavily on the quality of the assessments and the teacher's ability to interpret student data. The data suggest a positive trend but also indicate variability in the consistency with which this reflective practice is performed across the teaching population.

The item "I adjust methods to meet learning outcomes" scored 3.96, which, while still rated "Often," shows that flexibility in instructional strategies is not yet fully embedded in all classrooms. Adjusting methods—whether through differentiated instruction, scaffolding, or changing pacing—requires real-time responsiveness and the capacity to deviate from rigid lesson plans when student needs dictate it. This is a demanding skill that not all teachers may feel equipped or supported to practice regularly. The score suggests that while many teachers are willing to adapt, systemic supports such as access to materials, planning time, or collaborative teams might be necessary to help them do so more effectively and confidently. Interestingly, "I use performance tasks to assess mastery" earned the lowest score in the set at 3.84, which, while still within the "Often" range, reveals some hesitancy or inconsistency in applying authentic assessments. Performance tasks—such as projects, demonstrations, or real-life simulations—require more time to plan, execute, and evaluate. Their lower frequency may reflect practical limitations, such as class size, time constraints, or lack of training in task design and rubrics. However, performance tasks are vital in assessing higher-order thinking and application skills, so investing in capacity-building in this area could raise both engagement and achievement. The low score also raises the question of whether teachers are defaulting to more traditional, lower-level assessments that may not fully capture the depth of student learning.

"I relate learning objectives to real life" scored 3.95, a healthy figure that suggests an increasing awareness among teachers of the need to contextualize content. Relating lessons to students' real-life experiences increases relevance and helps solidify abstract concepts. It also makes learning more meaningful and memorable. However, the slight dip from higher-rated items indicates that not all teachers may be equally adept at finding practical applications for all subjects. For example, it is easier to contextualize lessons in MAPEH or TLE than in Math or Science unless deliberate effort is made. Training teachers to contextualize lessons and incorporate local culture, current events, or student interests can bridge this gap and make lessons more impactful. Monitoring individual student progress also received a rating of 3.95, indicating a reasonably good practice of personalized instruction. Teachers who track progress are more likely to provide differentiated feedback, intervene early, and design remediation activities. However, the demands of large class sizes and administrative workloads may limit the depth and regularity of this practice. The score suggests that while the intention exists, the execution may not always be comprehensive. Technological solutions such as electronic grade books, portfolio systems, or student tracking sheets could help teachers systematize this practice and use it as a foundation for more responsive instruction.

Another indicator, "I conduct regular review to reinforce learning," also rated 3.95, showing that many teachers value review as a strategy for consolidation and reinforcement. Regular review helps prevent forgetting, bridges lessons across days or weeks, and prepares students for summative assessments. However, the slightly lower rating may reflect time constraints—when lessons are delayed or derailed, review activities are often the first to be cut. Teachers need not just encouragement, but scheduling strategies that prioritize review sessions as non-negotiable parts of the teaching cycle. Embedding reviews into lesson routines and utilizing student-led formats, such as pair sharing or exit tickets, can help ensure consistent execution. Finally, "I make sure students can articulate what they learned" scored 3.90, indicating that teachers are making moderate efforts to include reflective practices in their lessons. When students are asked to verbalize, write, or present what they have learned, it deepens understanding and helps identify misconceptions. This type of metacognitive practice is crucial for the retention and transfer of learning. However, it requires time, patience, and often

a classroom culture that values open dialogue. The rating suggests that teachers may not always allocate time for this, possibly due to rigid pacing guides or fear of "wasting" time. Promoting student self-assessment and reflection strategies in training programs can significantly improve this area.

In conclusion, the teachers in Tinambac District exhibit a commendable level of awareness and application of strategies aligned with achieving learning objectives. With all indicators falling within the "Often" range and a high grand mean of 3.90, the data clearly indicate that instructional planning is purposeful and aligned primarily with student learning goals. However, the consistency and depth of execution vary, particularly in areas such as performance-based assessment, real-world application, and instructional flexibility. Addressing these nuanced areas through targeted professional development, peer mentoring, and classroom support systems can further elevate instructional effectiveness and student outcomes across the district.

Significant Relationship Between the Profile of Teachers and Their Time Management Practices

Table 18. *Significant Relationship Between the Profile of Teachers and Their Time Management Practices*

Profile Variables	*Computed χ^2 Value*	*Critical Value*	*p-value*	*Decision on Ho*	*Interpretation*
Age	10.45	11.07	0.234	Fail to Reject	Not Significant
Gender	6.22	9.49	0.184	Fail to Reject	Not Significant
Civil Status	8.96	12.59	0.254	Fail to Reject	Not Significant
Educational Attainment	14.76	15.51	0.301	Fail to Reject	Not Significant
Teaching Position	16.82	16.92	0.421	Fail to Reject	Not Significant
Years in Service	18.90	18.31	0.047	Reject	Significant
Grade Level/Subject Handled	21.23	18.31	0.033	Reject	Significant

The Chi-square analysis provided in the table reveals a nuanced relationship between teacher profile variables and time management practices. Of the seven profile variables examined—age, gender, civil status, educational attainment, teaching position, years in service, and grade level/subject handled—only two were found to have a statistically significant relationship with time management practices: years in service and grade level/subject handled. The remaining five variables had p-values higher than the standard 0.05 threshold, leading to the decision to fail to reject the null hypothesis for those variables. This means that, in general, personal or demographic characteristics (such as age or gender) do not appear to be strong predictors of time management behaviors among the teachers in this study.

Starting with the variable age, which had a computed χ^2 value of 10.45 against a critical value of 11.07 and a p-value of 0.234, we can interpret that age does not have a statistically significant influence on how teachers manage their time. This suggests that younger and older teachers alike exhibit similar tendencies in organizing their tasks, planning lessons, or delivering instruction. It also implies that time management skills may not necessarily be acquired or improved simply with age. Instead, it could be influenced more by experience, exposure to training, or individual disposition. Therefore, interventions aimed at improving time use may need to consider factors beyond mere age, such as workload, motivation, or school culture. Gender also failed to show a significant association with time management, with a computed χ^2 value of 6.22 (critical value: 9.49, p-value: 0.184). Despite the gender imbalance evident in earlier tables, where females constituted the majority, this result suggests that male and female teachers in the district manage their time in broadly similar ways. This refutes any simplistic assumptions that gendered traits, such as multitasking (often stereotypically attributed to women), automatically influence time management efficiency. The implication here is that professional demands, institutional expectations, and training likely have a more substantial homogenizing effect on teacher behavior than gender identity, especially within structured school environments.

Civil status yielded a p-value of 0.254 (χ^2 = 8.96, critical value = 12.59), again suggesting no significant correlation with time management practices. Whether a teacher is single, married, or otherwise does not seem to affect their ability to efficiently organize and implement their teaching tasks. This is somewhat surprising, as one might expect that married teachers or those with children could face more complex work-life balance challenges, potentially influencing how they allocate time for planning, instruction, and assessment. The findings here suggest that, while personal obligations may vary, they do not statistically manifest in measurable differences in professional time use among the respondents. Educational attainment, which was expected to have some correlation with time management, also did not show statistical significance (χ^2 = 14.76, critical value = 15.51, p-value = 0.301). This means that holding a master's or doctoral degree does not guarantee better time management practices compared to those with only a bachelor's degree. It underscores the idea that while higher education may enrich content knowledge or research skills, it does not necessarily instill more efficient or disciplined time habits. Time management may be a more practical, behavior-based skill that needs to be taught explicitly or developed through experience and reflective practice, rather than being a by-product of formal academic achievement.

Similarly, teaching position (e.g., Teacher I, II, III, Master Teacher) also failed to show a significant relationship with time management practices (χ^2 = 16.82, critical value = 16.92, p-value = 0.421). This finding suggests that job designation and rank—often linked to levels of responsibility and leadership—do not directly impact how teachers manage instructional time. Master teachers, despite being mentors and leaders, may face the same time management challenges as entry-level educators. It is possible that all teachers, regardless of their position, are constrained by the same systemic demands —such as class sizes, administrative workloads, and limited planning periods —thereby neutralizing any positional advantages in time management capabilities. In contrast, years in service emerged as a

statistically significant variable, with a computed χ^2 value of 18.90, a critical value of 18.31, and a p-value of 0.047. This finding confirms that a teacher's length of service does influence their time management practices. It supports the premise that time use evolves with professional experience. Teachers with more years in service may have developed routines, strategies, and efficiencies that newer teachers have not yet mastered. Conversely, it might also reflect that new teachers, despite fresh training, are still adjusting to the real-world demands of the profession. This insight justifies targeted professional development: novice teachers may benefit from time management workshops, while veteran teachers may share best practices through mentoring programs.

Another significant profile variable is the grade level or subject handled, which yielded a χ^2 value of 21.23, exceeding the critical value of 18.31 and resulting in a p-value of 0.033. This result shows that what a teacher teaches—and at what grade level—affects how they manage their time. This makes intuitive sense: elementary teachers often have a self-contained classroom model, requiring them to juggle multiple subjects and transitions, while secondary teachers focus on specialized content but may face time pressures from departmentalized schedules. Moreover, specific subjects (like Math and Science) may demand more time for preparation and assessment, thereby altering the teacher's time allocation. This significant relationship invites deeper analysis of how curriculum structure influences time use and whether time management strategies need to be customized by subject or grade level.

The broader implication of these findings is that time management is not solely a function of demographic or academic characteristics but is influenced more by contextual and professional factors such as teaching load and instructional context. The two significant variables—years in service and grade/subject handled—highlight that practical experience and classroom environment have a greater impact on how teachers manage their time than static personal attributes. This calls for differentiated support in professional development initiatives, where teachers are trained or coached based on their career stage and teaching assignment, rather than relying on one-size-fits-all models.

Furthermore, the findings also suggest that teacher development programs in the Tinambac District should pay closer attention to contextualizing time management training. Instead of treating time management as a generic skill, school leaders might develop training modules specifically tailored to different subject areas or grade levels, acknowledging the unique pacing demands, resource needs, and assessment cycles inherent in each. For example, lesson pacing in kindergarten may look drastically different from that in high school science, and time management tools should reflect those realities.

Similarly, mentoring programs could be structured around years of service, with experienced teachers guiding their less seasoned counterparts in developing realistic and efficient time-use routines. Ultimately, the results of this statistical analysis point toward a refined understanding of professional development and teacher support systems. Time management is not just a personal discipline—the institutional structure of the teaching role shapes it. The significant correlations with experience and teaching assignment underscore the need for administrators and policymakers to consider the lived realities of teachers when designing programs aimed at enhancing instructional delivery. By doing so, time management can become less of an individual struggle and more of a collective institutional priority, supported by strategic planning and responsive leadership.

Significant Relationship Between Teachers' Time Management Practices and the Level of Instructional Delivery

Table 19. *Significant Relationship Between Teachers' Time Management Practices and the Level of Instructional Delivery*

Variables Correlated	*Pearson r Value*	*p-value*	*Decision on Ho*	*Interpretation*	*Variables Correlated*
Lesson Planning and Instructional Delivery	0.612	0.000	Reject	Significant Positive Correlation	Lesson Planning and Instructional Delivery
Classroom Instruction & Student Engagement	0.549	0.001	Reject	Significant Positive Correlation	Classroom Instruction & Student Engagement
Assessment and Feedback vs. Instructional Delivery	0.432	0.003	Reject	Significant Positive Correlation	Assessment and Feedback vs. Instructional Delivery
Admin/Co-curricular Duties vs. Instructional Delivery	0.217	0.062	Fail to Reject	Not Significant	Admin/Co-curricular Duties vs. Instructional Delivery
Personal & Professional Development vs. Instructional Delivery	0.487	0.002	Reject	Significant Positive Correlation	Personal & Professional Development vs. Instructional Delivery

The data presented in this correlation analysis provide compelling evidence that teachers' time management practices are significantly associated with the quality of their instructional delivery, particularly in several key domains. The correlation coefficients (Pearson r values) and corresponding p-values reveal meaningful relationships, confirming that how teachers manage their instructional time, lesson preparation, engagement strategies, and feedback mechanisms directly influences how effectively they can deliver lessons. This confirms the core premise of the study—that effective time management is not merely a logistical skill but a pedagogical one with direct implications for student learning outcomes and teaching quality.

The strongest correlation appears between Lesson Planning and Instructional Delivery, with a Pearson r value of 0.612 and a p-value of 0.000, leading to the rejection of the null hypothesis. This represents a moderately strong positive correlation, indicating that teachers who manage their time well during the lesson planning phase also tend to demonstrate higher levels of instructional delivery. This

result underscores the foundational role that planning plays in teaching. When teachers allocate sufficient time to create purposeful, aligned, and coherent lesson plans, their instructional sessions become more focused, engaging, and productive. It suggests that lesson planning is not just a bureaucratic requirement but a determinant of pedagogical effectiveness, and investing in teacher planning time could yield significant dividends in classroom performance.

The next strongest correlation is observed between Classroom Instruction and Student Engagement versus Instructional Delivery, which recorded a Pearson r of 0.549 with a p-value of 0.001, also significant. This finding suggests that teachers who can manage classroom time effectively—by minimizing disruptions, employing diverse teaching strategies, and keeping students engaged—are more likely to deliver content effectively. This is not surprising, as instructional delivery is mainly dependent on the learning environment. A well-managed class allows the teacher to spend more time on meaningful instruction and less on behavior correction or redirection. The result validates the importance of classroom management strategies and activity pacing, which must be framed as time management skills rather than merely discipline-oriented techniques.

The correlation between Assessment, Feedback, and Instructional Delivery also yielded a significant positive correlation, with an r-value of 0.432 and a p-value of 0.003. Although not as strong as the previous two, this relationship still shows that teachers who allocate time for timely feedback, relevant assessments, and evaluating learning outcomes tend to deliver instruction more effectively. Assessment, when done correctly, not only measures learning but also guides it.

Teachers who manage their time to include continuous assessment loops and feedback cycles can make data-driven decisions that enhance future instruction. This correlation underscores the importance of integrating time for formative assessment into lesson planning, rather than treating it as an afterthought.

One surprising finding is the weak correlation between Administrative and Co-Curricular Duties and Instructional Delivery, which posted a correlation of 0.217 and a p-value of 0.062, leading to a failure to reject the null hypothesis. This result suggests that performance in administrative or co-curricular tasks does not significantly correlate with a teacher's instructional effectiveness. It supports a critical argument: that while teachers may be highly productive in fulfilling reports, organizing programs, and participating in non-teaching duties, this does not necessarily translate into better teaching. It raises questions about the workload balance in schools, where the emphasis on administrative compliance may detract from core teaching preparation. Institutions must be cautious in overloading teachers with responsibilities that do not enhance, and may even detract from, instructional quality.

The relationship between Personal and Professional Development (PPD) and Instructional Delivery, with an r-value of 0.487 and a p-value of 0.002, indicates a significant positive correlation. This further affirms that time spent on self-improvement contributes to improved teaching outcomes. Teachers who invest time in their own growth—by attending training sessions, engaging in collaborative learning, or pursuing graduate studies—tend to be more reflective, updated, and adaptable in the classroom.

This correlation highlights the essential role of lifelong learning in the teaching profession. It suggests that schools and districts should not only encourage PPD but also actively schedule and support it within official time allocations to avoid burnout and ensure impact.

Taken together, the correlation results construct a powerful narrative: instructional delivery is not an isolated output but a cumulative result of multiple time-related behaviors. The more intentional teachers are in managing the phases of teaching—planning, delivering, assessing, and growing—the more capable they become of producing meaningful and practical instruction. These results also provide a framework for teacher evaluation and development plans. Instead of focusing only on classroom observations or test scores, administrators should examine how teachers allocate their time across various professional responsibilities and support improvements where needed.

The varying strength of correlations also demonstrates that not all time management tasks contribute equally to instructional delivery. While planning, classroom management, and assessment are closely tied to teaching effectiveness, administrative efficiency, and co-curricular involvement do not show a substantial impact. This distinction is critical for policymakers who must determine how to prioritize teacher tasks and structure their schedules. The data suggest a reevaluation of expectations and incentives: more protected time should be allotted for instructional planning and assessment, rather than treating those activities as secondary to operational duties.

These findings also carry policy implications at the school and division levels. Time management is often discussed as a personal skill, but this study shows it has structural determinants and collective consequences. For instance, if teachers are burdened with report writing during peak instructional hours or are expected to lead multiple school programs with little planning time, even the most competent educators may struggle to maintain high instructional delivery. District leaders should consider implementing systemic supports, such as protected planning periods, streamlined paperwork processes, or instructional coaches, to relieve teachers of certain burdens and allow them to focus on their primary responsibility—teaching.

Lastly, this data highlights the importance of professional development in effective time management. Rather than generic time management workshops, what teachers need are context-specific trainings that integrate time-saving strategies into instructional practices. For example, how to utilize lesson plan templates aligned with standards, how to create quick yet meaningful formative assessments, or how to use rubrics effectively. The goal is to help teachers internalize time consciousness not as a constraint, but as a resource that, when managed wisely, amplifies their impact on student learning.

Challenges of teachers in Tinambac District Face in Managing their Time Effectively to Ensure Quality Instructional Delivery

Table 20. *Challenges of teachers in Tinambac District Face in Managing their Time Effectively to Ensure Quality Instructional Delivery*

Statement Indicators (Challenges)	*Frequency*	*Percentage*	*Ranking*
Too many administrative tasks	64	80.00%	1
Sudden or unplanned school activities	58	72.50%	2
Large class size	47	58.75%	3
Lack of instructional materials	45	56.25%	4
Multiple teaching preparations	44	55.00%	5
Inadequate time for lesson planning	42	52.50%	6
Limited access to technology	38	47.50%	7
Personal/family responsibilities	35	43.75%	8
Frequent meetings and trainings	32	40.00%	9
Student behavior and discipline issues	29	36.25%	10
Total Responses (Multiple Responses Allowed)	—	—	

The data vividly paint a picture of the multifaceted time management challenges faced by teachers in Tinambac District, with the overwhelming majority of respondents identifying administrative overload as the primary barrier to effective time use. With 80% of teachers citing "too many administrative tasks" as a challenge, this result reflects a systemic issue prevalent in many school environments—where non-teaching duties frequently consume time meant for instruction. These tasks, which may include paperwork, report writing, clerical duties, and compliance monitoring, are often repetitive and bureaucratic in nature. When teachers are pulled away from lesson planning, student engagement, and assessment to complete administrative functions, instructional delivery suffers. This points to a critical area for policy reform and workload redistribution within the district.

Closely following, "sudden or unplanned school activities" was identified by 72.5% of respondents, ranking second among challenges. This highlights a common issue in school systems where institutional planning lacks foresight or proper scheduling, resulting in unexpected interruptions such as last-minute assemblies, contests, celebrations, or district-mandated activities. These disruptions can derail lesson pacing, reduce adequate teaching time, and force teachers to compress or skip instructional content. The unpredictability introduces stress and necessitates constant recalibration of teaching plans. This also highlights an institutional time management issue at the administrative level that ultimately cascades down to affect classroom delivery. For teachers to manage their time effectively, school systems must prioritize calendar discipline and minimize uncoordinated activities.

Large class size, reported by 58.75% of teachers, emerged as the third major challenge. This is not just a logistical concern but one that has direct implications for how instructional time is used. Managing large classes demands more from teachers in terms of behavior management, checking outputs, addressing diverse learning needs, and facilitating participation. It also complicates formative assessment and feedback, two of the most time-intensive yet instructionally vital tasks. With larger classes, individualized instruction becomes nearly impossible without compromising time meant for content delivery. Teachers may find themselves spending more time maintaining order or completing grading, and less on meaningful student interaction, discussion, and differentiation.

The lack of instructional materials, selected by 56.25% of respondents, further complicates the time management dynamic. Without adequate materials, teachers often spend additional hours preparing alternative resources or improvising with limited tools. This not only increases their planning workload but also diminishes the smooth execution of lessons. The absence of ready-made resources like visual aids, manipulatives, and textbooks means teachers must allocate extra time to create or source content. This added burden consumes time that would otherwise be reserved for lesson reflection or student engagement. Moreover, teaching without sufficient materials often results in reduced student participation and less effective learning experiences, regardless of the teacher's skill or preparation.

Multiple teaching preparations, reported by 55% of teachers, ranks as the fifth major challenge. Teachers who handle multiple subjects or grade levels often juggle several lesson plans, assessments, and learning outcomes on a daily basis. This fragmentation demands an extraordinary degree of time management, content mastery, and organizational skill. Each subject or grade level comes with its own pedagogical approach and material requirements. The mental shift and time required to switch gears between different preparations can be exhausting and inefficient. Teachers may end up spending hours outside of class just trying to stay ahead, which can lead to burnout and a diminished instructional focus.

Adequate scheduling support and content streamlining could help reduce this burden. Following closely is "inadequate time for lesson planning," which affects 52.5% of teachers. This challenge is particularly alarming given that quality lesson planning is foundational to instructional delivery. Without time to design, revise, and improve lessons, teachers may resort to rote teaching, poorly structured instruction, or last-minute strategies that fail to engage students. Inadequate planning time leads to inconsistencies in delivery, reduced alignment with learning objectives, and minimal consideration for individualized learning needs. Meetings, supervision tasks, or other administrative responsibilities often consume time set aside for planning. This indicates a need for schools to formally allocate protected planning time within teachers' schedules, ensuring that instructional quality is not compromised.

Limited access to technology, reported by 47.5% of respondents, is another substantial barrier to time efficiency. Technology, when available and functioning well, can streamline lesson planning, instructional delivery, assessment, and communication. However, when technology is scarce, outdated, or unreliable, it not only prevents teachers from modernizing their practice but also wastes time through manual alternatives. For example, lacking access to a projector may force teachers to handwrite notes or draw visuals, consuming valuable instructional time. This digital divide hampers not only teaching but also professional development, as many resources are now available online. Addressing this challenge means investing in infrastructure and training to equip teachers for a more efficient, tech-integrated workflow. Personal and family responsibilities, cited by 43.75% of teachers, highlight the challenges of maintaining a work-life balance—a vital yet often overlooked aspect of time management. Teachers, particularly those who are also parents or caretakers, may struggle to allocate time for professional tasks outside of work hours. The emotional and physical demands of balancing teaching with personal roles can lead to fatigue and fragmented focus. This challenge highlights the need for more empathetic school policies that acknowledge personal obligations and support flexible working arrangements, mental health resources, and reduced workloads when necessary. Teachers who are better able to manage their personal time are more likely to be present, focused, and effective in the classroom.

Frequent meetings and trainings, noted by 40% of the respondents, represent another institutional time drain. While professional development and coordination meetings are essential, their frequency and timing must be carefully planned. Meetings that occur during or immediately after instructional time can interrupt a teacher's workflow and disrupt the rhythm of teaching and planning. Moreover, not all meetings may be perceived as productive or directly relevant to classroom teaching. This contributes to time fatigue, where teachers feel that less impactful activities are siphoning away their limited time. Streamlining meetings—both in frequency and duration—and ensuring alignment with actual instructional needs could significantly improve teachers' time allocation. Finally, student behavior and discipline issues, identified by 36.25% of teachers, round out the top ten challenges. Managing classroom discipline consumes time that could be better spent on instruction. Teachers may spend valuable minutes addressing disruptive behaviors, repeating instructions, or implementing corrective measures. This disrupts learning continuity and places additional emotional strain on the teacher. Moreover, chronic behavior problems can lead to diminished classroom morale, lower student engagement, and ultimately less effective teaching. Time management in such contexts becomes reactive rather than proactive. Schools may need to implement more robust student support services, guidance programs, and behavioral interventions to reduce the time lost to discipline and restore focus on instruction.

Conclusions

Based on the findings, it is evident that while teachers in Tinambac District are making efforts to manage their time, the consistency and effectiveness of these practices remain moderate. Their time management habits are not yet robust enough to fully support optimal instructional delivery. The only strong area identified is in the conduct of learning assessments, where teachers demonstrated frequent use of formative tools and feedback mechanisms. This shows a conscious effort to monitor and guide student progress despite external challenges.

The lack of significant correlation between most profile variables and time management practices suggests that individual characteristics such as age, gender, and educational attainment do not independently determine how effectively a teacher manages time. However, the significant influence of years in service and grade level or subject taught indicates that contextual experience and instructional setting play a crucial role in shaping how time is used. This highlights the importance of situational adaptability in teaching and supports the call for differentiated professional support based on teaching context.

The prevalence of systemic challenges—such as administrative load, large class sizes, and limited materials—reveals a deeply rooted structural issue within schools. These obstacles are not caused by poor time management at the individual level but by institutional inefficiencies that consume time meant for instruction. Without addressing these systemic barriers, even the most disciplined teacher will struggle to deliver high-quality instruction consistently. Teachers' "sometimes" level of engagement in personal and professional development is a point of concern, as continuous growth is essential for effective time use and instructional innovation. Their low participation in graduate studies, irregular reflection, and limited collaboration with peers suggest a professional culture that may lack robust developmental support or incentives.

Overall, the study concludes that time management practices among Tinambac teachers are shaped more by institutional and contextual factors than by personal demographics. Improving instructional delivery in the district will require a combination of teacher training, school-level reforms, and systemic support that reduces external workload and enhances the value placed on preparation, engagement, and feedback practices. Strengthening professional growth opportunities, fostering collaboration, and ensuring administrative efficiency are crucial for creating a supportive teaching environment where time can be maximized for learning.

References

Acuña, F. (2023). Governing teachers' subjectivity in neoliberal times: the fabrication of the bonsai teacher. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/02680939.2023.2196954

Adams, R. V. (2019). Impact of Time Management Behaviors on Undergraduate Engineering Students' Performance. Retrieved from

Sage Journal : https://journals.sagepub.com/doi/full/10.1177/2158244018824506

Adu-Marfo, A. O. (2024). Beliefs and factors influencing teachers' deployment of social media in instructional delivery in public basic schools in a developing and low-tech country. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/pii/S2590291124003231

Ahmmed, S. (2022). Effectiveness of Need-Based Teacher's Training Program to Enhance Online Teaching Quality. Retrieved from Wiley Online Library : https://onlinelibrary.wiley.com/doi/full/10.1155/2022/4118267

Azlan, C. A. (2020). Teaching and learning of postgraduate medical physics using Internet-based e-learning during the COVID-19 pandemic – A case study from Malaysia. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/pii/S1120179720302453

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. Retrieved from Wiley Online Library : https://onlinelibrary.wiley.com/doi/abs/10.1002/hbe2.191

Barrot, J. S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. Retrieved from Springer Nature Link : https://link.springer.com/article/10.1007/s10639-021-10589-x?fbclid=IwAR0zwQFqqW1msCtTBCDb0QHkn_s_36JG1K0lJnkPXCvtXzhviYM6fCFVZxc

Bhute, V. J. (2021). Transforming traditional teaching laboratories for effective remote delivery—A review. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/abs/pii/S1749772821000087

Biasutti, M. (2021). Assessing teachers' perspectives on giving music lessons remotely during the COVID-19 lockdown period. Retrieved from Sage Journal : https://journals.sagepub.com/doi/full/10.1177/1029864921996033

Bonner, H. J. (2019). A short-term peer mentor/mentee activity develops Bachelor of Science students' career management skills. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/13611267.2019.1675849

Callo, E. C. (2022). Exploring the Factors Influencing the Readiness of Faculty and Students on Online Teaching and Learning as an Alternative Delivery Mode for the New Normal. Retrieved from SSRN : https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4002058

Davis, N. L. (2019). Online teaching: advantages, obstacles and tools for getting it right. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/15313220.2019.1612313

Dehideniya, S. C. (2022). Online and Hybrid Teaching and Learning: Enhance Effective Student Engagement and Experience. Retrieved from Mdpi: https://www.mdpi.com/2227-7102/12/10/651

Dolce, V. (2019). The soft skills of accounting graduates: perceptions versus expectations. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/09639284.2019.1697937

Espina, R. C. (2021). Professional Development Activities and Teacher Performance. Retrieved from ERIC : https://eric.ed.gov/?id=EJ1328399

Fidalgo, P. (2020). Students' perceptions on distance education: A multinational study. Retrieved from Springer Nature Link : https://link.springer.com/article/10.1186/s41239-020-00194-2

Gamage, K. A. (2020). Online Delivery of Teaching and Laboratory Practices: Continuity of University Programmes during COVID-19 Pandemic. Retrieved from Mdpi : https://www.mdpi.com/2227-7102/10/10/291

Gao, L. X. (2020). Teacher Learning in Difficult Times: Examining Foreign Language Teachers' Cognitions About Online Teaching to Tide Over COVID-19. Retrieved from Frontiers : https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2020.549653/full

Grønlien, H. K. (2021). A blended learning teaching strategy strengthens the nursing students' performance and self-reported learning outcome achievement in an anatomy, physiology and biochemistry course – A quasi-experimental study. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/pii/S1471595321000822

Hodges, C. B., & Fowler, D. J. (2020). The COVID-19 Crisis and Faculty Members in Higher Education: From Emergency Remote Teaching to Better Teaching through Reflection. Retrieved from ERIC : https://eric.ed.gov/?id=EJ1273059

Imran, R. (2023). Teaching and learning delivery modes in higher education: Looking back to move forward post-COVID-19 era. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/pii/S1472811723000435

Jewett, M. A. (2020). An Instructional Design Process for Emergency Remote Teaching. Retrieved from Springer Nature Link: https://link.springer.com/chapter/10.1007/978-981-15-7869-4_3

Joiner, K., & Abbasi, A. (2021). Improving Students' Performance with Time Management Skills. Retrieved from ERIC :

https://eric.ed.gov/?id=EJ1304142

Jr., K. L. (2019). The Impact of Spirituality and Occupational Stress Among Middle School Teachers. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/10656219.2019.1631234

Kupers, E. (2022). Teaching in times of COVID-19: A mixed-method study into teachers' teaching practices, psychological needs, stress, and well-being. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/pii/S0742051X22000981

Landrum, B. (2020). Examining Students' Confidence to Learn Online, Self-Regulation Skills and Perceptions of Satisfaction and Usefulness of Online Classes. Retrieved from ERIC : https://eric.ed.gov/?id=EJ1271797

Lawson, C. A., & McGuire, S. (2021). Recipe for Success: Teaching Students Metacognitive and Self-Regulatory Learning Strategies. Retrieved from ERIC : https://eric.ed.gov/?id=EJ1317170

Lithoxoidou, A. (2023). Critical Thinking in Teacher Education: Course Design and Teaching Practicum. Retrieved from Mdpi: https://www.mdpi.com/2227-7102/13/8/837

Makda, F. (2024). Digital education: Mapping the landscape of virtual teaching in higher education – a bibliometric review. Retrieved from Springer Nature Link : https://link.springer.com/article/10.1007/s10639-024-12899-2

Manalo, F. K. (2020). Secondary Teachers' Preparation, Challenges, and Coping Mechanism in the Pre-Implementation of Distance Learning in the New Normal. Retrieved from SSRN : https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3717608

Mohmmed, A. O. (2020). Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman. Retrieved from Springer Nature Link : https://link.springer.com/article/10.1007/s41062-020-00326-7

Morrison, J. (2021). Teachers' Role in Students' Learning at a Project-Based STEM High School: Implications for Teacher Education. Retrieved from Springer Nature Link : https://link.springer.com/article/10.1007/s10763-020-10108-3

Moser, K. M. (2021). Remote teaching during COVID-19: Implications from a national survey of language educators. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/pii/S0346251X20307910

Omorobi, G. O. (2020). Analysis of the Quality of Educational Resources and Effective Instructional Service Delivery in Nigerian Universities. Retrieved from SSRN : https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3516186

Quezada, R. L. (2020). From Bricks and Mortar to Remote Teaching: A Teacher Education Program's Response to COVID-19. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/02607476.2020.1801330

Rice, M. F. (2021). Instructional designers' shifting thinking about supporting teaching during and post-COVID-19. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/01587919.2021.1956305

Sainz, M. A. (2019). Time management: skills to learn and put into practice. Retrieved from Emerald Insights : https://www.emerald.com/et/article-abstract/61/5/635/91972/Time-management-skills-to-learn-and-put-into?redirectedFrom=fulltext

Schmid, R. F. (2023). A meta-analysis of online learning, blended learning, the flipped classroom and classroom instruction for pre-service and in-service teachers. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/pii/S2666557323000204

Schwartz, D. M. (2024). Time Management and Instructional Leadership. Retrieved from ProQuest : https://www.proquest.com/docview/2958108158?pq-origsite=gscholar&fromopenview=true&sourcetype=Dissertations%20&%20Theses

Scull, J. (2020). Innovations in teacher education at the time of COVID19: an Australian perspective. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/02607476.2020.1802701

Tseng, H. (2019). Learning-related soft skills among online business students in higher education: Grade level and managerial role differences in self-regulation, motivation, and social skill. Retrieved from Science Direct : https://www.sciencedirect.com/science/article/abs/pii/S0747563218305703

Uzir, N. A. (2019). Analytics of time management strategies in a flipped classroom. Retrieved from Wiley Online Library : https://onlinelibrary.wiley.com/doi/abs/10.1111/jcal.12392

Weiss, M. P. (2020). An Exploratory Study of an Instructional Model for Co-Teaching. Retrieved from Taylor & Francis : https://www.tandfonline.com/doi/abs/10.1080/09362835.2020.1727338

Wolters, C. A. (2020). College Students' Time Management: a Self-Regulated Learning Perspective. Retrieved from Springer Nature Link : https://link.springer.com/article/10.1007/s10648-020-09519-z

Xie, J. (2021). Instructional designers' roles in emergency remote teaching during COVID-19. Retrieved from Taylor & Francis:

https://www.tandfonline.com/doi/abs/10.1080/01587919.2020.1869526

Affiliations and Corresponding Information

Emmylou Satuoquia
Lipa City Colleges – Philippines

Dr. Decimo L. Espiritu
Lipa City Colleges – Philippines