

Time Management and Work Performance of Public School Secondary Teachers amidst Covid-19 Pandemic in District Of Palauig, Zambales

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ABSTRACT: This study explored the aspects of Time Management and Work Performance of the Public School Secondary Teachers Amidst Covid-19 Pandemic in District of Palauig, Zambales. The study utilized descriptive research design with questionnaire as the main instrument in gathering data from the population of eighty-two (82) teachers. It was limited to determine the profile of age, sex, civil status, educational attainment, religion, numbers of teaching hours, employment status, position and length of service. The researcher found out that the teacher-respondent is a typical female in her middle adulthood, married, BS degree with masteral units, Roman Catholic, with 15.62 of teaching hours per week, permanent employee, with position as teacher I and teacher III, and had been in the teaching service for one and half decade. The teacher-respondent assessed as “Always” on keeping commitments determinants, controlling interruptions determinants, planning of activities determinants, using resources determinants and balancing lifestyles determinants as predictors affecting the time management. Assessed “Always” on content and knowledge pedagogy determinants, diversity of learners & assessment and reporting determinants, curriculum and planning determinants, community linkages and professional engagement & personal growth and professional development determinants and core behavioral competencies determinants as variables affecting the work performance of teacher-respondents. There is a significant difference on the teacher-respondents planning of activities and balancing lifestyles management according to their length of service profile variable. There is a significant difference on the teacher-respondents’ performance of community linkages and professional engagement & personal growth and professional development according to their age profile variable. There is no significant relationship between the teacher-respondents’ balancing lifestyles time management and work performance in terms of curriculum and planning and community linkages.

KEYWORDS: *Time Management, Work Performance, Individual Performance Commitment and Review Form.*

I. INTRODUCTION

Time is the most crucial resource to be considered in the performance of any activity. Time is so essential that it cannot be saved but can only be spent and once misused it can never be regained. According to Oxford Advanced Learner’s dictionary, time is defined as a period either long or short, during which you do something or something happens while management is defined as the act or skill of dealing with people or situations successfully. Hence, everyone gets the same amount of time every day there are differences in managing their time.

Time management aims to increase the quality of the activities being carried out within a limited time. Sahito, Khawaja, Panhwar, Siddiqui, and Saeed (2016) affirm that time management involves managing work schedules, engaging in projecting into the future, organizing and implementing the various activities to achieve the predetermined objectives of the organization. Teaching takes time. And in school, as elsewhere, there’s never enough of it. Time management in a school system is critical in that it develops processes and tools for increased efficiency and ensures daily attainment of school goals. Fleming (2011) said that individuals who can accomplish tasks within the stipulated time frame can make their life improve and balance not only in their organization as well as amongst their peers and family.

Work performance is the result of actions done by a person concerning the quality and efficiency of the output expected by the superior. However, work performance in an event depends largely on the ability of the person to achieve the required time of accomplishing work. It is one of the most important factors in evaluating an employee's efficiency in his work. Work performance has something to do with time management, but a lot of paper works is a time waster and it will affect the work performance of an individual (Zerihun, 2012). Finishing work early due to effective time management means that you have more time for yourself, your personal goals, and your intrapersonal commitments. This balance also directly positively impacts work and productivity. In Philippine education, the Department of Education implementation of requirements in the evaluation of the teachers such as the Individual Performance Commitment and Review Form (IPCRF) was given to measure the work performance of an individual during the school year.

The Coronavirus pandemic has forced thousands of students and educators to re-evaluate how they will be learning in the coming weeks and months. Many schools went completely online with little or no notice, and now as the pandemic continues to keep businesses and schools closed, teachers are working to ensure their school year can be successful no matter how it looks. Teachers have extremely difficult tasks before them as they work to adjust their curriculum and lesson plans to fit their new normal. Educators now more than ever are going above and beyond, doing extra work for online classrooms, changing their strategies and plans, and working to ensure that students can be successful. With the aforementioned importance and benefits of well-managed time to the performance of teachers, the researcher came up with a study to reveal the time management and work performance of public school secondary teachers amidst covid-19 pandemic in district of Palauig, Zambales to strengthen their time management which will help them to become more effective and efficient professional and individuals.

II. METHODOLOGY

Research Design

This research utilized a descriptive research design. The descriptive method is a study that can obtain facts about existing conditions or detect a significant relationship between current phenomena (Bryman & Bell, 2011). The descriptive method of research employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempts to develop knowledge (Schmidt, Cogan & Houang, 2015). Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation (Xu, Grant & Ward, 2016).

Total population of 82 teachers in the District of Palauig were considered as the respondents of this research. They were considered as the primary sources of information necessary to realize the objectives of this research. For this purpose, the study has a researcher made survey questionnaire to suit the context and the respondents of the study. These survey instruments were composed of three (3) parts. First part focused on the demographic profile of the teacher –respondents which include the age, sex, civil status, educational attainment, religion, total hours of teaching load per week, employment status, position, and length of service. Second part appraised the time management of the teacher-respondents in terms of keeping commitments, controlling interruptions, planning of activities, using resources and balancing lifestyles each with 5 items/indicators. Teachers answered from the scale ranging from 4 (Always), 3 (Sometimes), 2 (Rarely) and 1 (Never). The third part appraised the work performance of the teacher-respondents in terms of content and knowledge pedagogy, diversity of learners & assessment and reporting, curriculum and planning, community linkages and professional engagement & personal growth and professional development and core behavioral competencies each with 5 items/indicators. Teachers answered from the scale ranging from 4 (Always), 3 (Sometimes), 2 (Rarely) and 1 (Never).

Weighted mean was used for the purpose of summarizing, interpreting and identifying the trends and patterns of the data gathered from the survey. Analysis of variance was engaged to test the difference between the time management of the teacher-respondents to demographic profile; work performance of the teacher-respondents to demographic profile. DECISION RULE:

Pearson's Product Moment Correlation was engaged to establish the relationship between the time management and work performance. According to Cohen (1988), r ranging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation, r from 0.30 to 0.49 may be regarded as indicating a moderate degree of correlation and r from 0.50 to 1.00 may be regarded as a high degree of correlation. The applications and functions of these statistical tools for analysis were made easier through the aid of the Statistical Packages for the Social Sciences (SPSS).

III. RESULTS AND DISCUSSIONS

Time Management of the Teacher-Respondents amidst the COVID-19 Pandemic

Table 1 shows the summary of the results of the teacher-respondents' time management amidst COVID-19 pandemic as always manage in keeping commitment ($\bar{x}=3.69$), controlling interruptions ($\bar{x}=3.56$),

planning activities (\bar{x} =3.49), using resources (\bar{x} =3.52), and balancing lifestyles (\bar{x} =3.28) with an overall weighted mean of 3.51.

Table 1

Summary Table on the Time Management of the Teacher-Respondents amidst the COVID-19 Pandemic

Factors	Weighted Mean	Descriptive Interpretation	Rank
1. Keeping Commitments	3.69	Always	1
2. Controlling Interruptions	3.56	Always	2
3. Planning of Activities	3.49	Always	4
4. Using Resources	3.52	Always	3
5. Balancing Lifestyles	3.28	Always	5
Overall Weighted Mean	3.51	Always	

Time management starts with the commitment to change (Adejo, 2012), and it is an essential resource every teacher needs to achieve the goals and objectives of the teaching-learning process. It also brings about orderliness and enables one to be more productive and fulfilled in realization of set out objectives and goals (Adejo, 2012; Ugwulashi, 2011). The findings show that the teachers always keep their commitments to teaching associated with creating an effective learning environment in which students enhance their abilities for greater achievement; this is in line with the study of Mart (2013) indicating that commitments determine the success of teaching that must be owned by a professional teacher.

Work Performance of the Teacher-Respondents amidst the COVID-19 Pandemic

Table 2 shows the summary of the results on the work performance of the teacher-respondents amidst COVID-19 pandemic such as Content and Knowledge Pedagogy (\bar{x} =3.68); diversity of learners & assessment and reporting (\bar{x} =3.61); curriculum and planning (\bar{x} =3.69), community linkages and professional engagement & personal growth and professional development (\bar{x} =3.69); and core behavioral competencies (\bar{x} =3.67) with an overall weighted mean of 3.67

Table 2

Summary Table on the Work Performance of the Teacher-Respondents amidst the COVID-19 Pandemic

Factors	Weighted Mean	Descriptive Interpretation	Rank
1. Content and Knowledge Pedagogy	3.68	Always	3
2. Diversity of Learners & Assessment and Reporting	3.61	Always	5
3. Curriculum and Planning	3.69	Always	1.5
4. Community Linkages and Professional Engagement & Personal Growth and Professional Development	3.69	Always	1.5
5. Core Behavioral Competencies	3.67	Always	4
Overall Weighted Mean	3.67	Always	

The performance of the school depends on the result of the performance of its teacher, consequently, a good performance of the teachers leads towards a good school performance, thus ultimately making an institution more successful and effective and the vice-versa; that is, teachers should be provided with a group of tools and skills to meet out new realities and challenges (Batarlienė, Čižiūnienė, Vaičiūtė, Šapalaitė, and Jarašūnienė, 2017). Moreover, these professionals are regarded to be responsible for their students' academic achievement as well as social and emotional development (Elias & Arnold, 2006; Hwang, et al., 2017), and is of crucial concern for a variety of stakeholders, including principals, parents, policymakers, and society at large (Alrajhi, Aldhafri, Alkharusi, & Ambusaidi, 2017). Therefore, it is clear that job performance is related to the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal (Mawoli & Babandako, 2011).

Table 3
ANOVA Test of difference on the Time Management of the Teacher-Respondents as to their Demographic Profile Variables

	Keeping Commitments	Controlling Interruptions	Planning of Activities	Use of Resources	Balancing Life
Age	0.173	0.472	0.176	0.413	0.554
Sex	0.493	0.692	0.626	0.179	0.425
Civil Status	0.572	0.112	0.900	0.804	0.511
Educational Attainment	0.232	0.508	0.184	0.435	0.314
Religion	0.510	0.210	0.841	0.577	0.119
Total Hours of TL per Week	0.830	0.655	0.613	0.379	0.360
Employment Status	0.283	0.796	0.617	0.942	0.503
Position	0.568	0.589	0.693	0.790	0.582
Length of Service	0.139	0.794	0.037	0.604	0.038

Significant @ $p < 0.05$ Level of Significance

The results show no significant difference on the teachers' time management in keeping commitments, which indicates that it has no evidence that their demographic profile variables affect teachers' commitment. Thus, commitment must be owned by a professional teacher to carry out a task with full of responsibility, caring, and high loyalty (Jannah, 2014; Saad, 2012). Committed teachers are affiliated with the school they work for and they invest their time and energy in promoting their school, as well as, creating an effective learning environment in which students enhance their abilities for greater achievement. Furthermore, commitment to teaching profession allows teachers to change their teaching practices to facilitate in the classroom and serve as the role models for the students (Oludeyi, 2015; Shukla, 2014).

Gleaned from the results, it shows no significant difference on the teachers' time management in controlling interruption at workplace, which indicates that it has no evidence that their demographic profile variables effect on how teachers control interruptions. Teachers can create their own interruption by being disorganized, losing things, timing activities poorly, and doing unrelated school matter during working hours, as well as, technology-mediated interruptions (Wilkes, Barber, & Rogers, 2018). However, teachers have the ability to plan study time and tasks (Effeney, Carroll, & Bahr, 2013), to control interruptions. Furthermore, the usage of time management techniques decreases stress and helps people to gain efficiency and a level of satisfaction in their life and jobs (Hanley, Palejwala, Canto, & Garland, 2015).

The results show significant difference which indicates that the length of service of teachers affects them in managing the planning of activities; wherein the longer the teachers in their job, the more they can managed their time in planning the school activities and learning. Teachers that are efficient in planning on how to accomplish daily activities will help them stick to their set schedule; converting data into valued decisions and appropriate actions (Aldehayyat & Khattab, 2011). It is also believed that teachers who can plan well, and manage their time as a result, have a better control over their life; as it offers a simple direction and formative to the focus (Daft & Marcic, 2016).

The current findings show no significant difference, which indicates that there is no enough evidence that the teachers used of materials is affected by their demographic profiles. The knowledge and skills of teachers acquired through training and experience (Owoko, 2010), which is part of continuing education development are used to construct teaching strategies for effective teaching-learning process. Consequently, teachers need to realize the potential of digital technology, books, module or other learning resource in their daily practices and use them well; to plan and implement student-centered learning activities and effective communication with parents can enhance children's learning (Wake & Whittingham, 2013; UNESCO, 2011).

The significant difference lies on the length of service of the teachers, which indicates that balancing lifestyles varies, that is, the longer the years in service, the more adapted the teachers to balance work-life; the shorter the years in service, the need to adapt the work-life responsibilities. Teachers finishing work early due to effective time management have more time for themselves, personal goals, and interpersonal commitments;

leads to employee satisfaction (Susi, 2010) and productivity in a positive way (Arulrajah & Opatha, 2012). Thus, work-life balance of employee providing the win-win outcomes from both employer and employees (Wheatly, 2012). On the other hand, Naithani (2010) stated that organization which neglects issues related to employee work-life balance will end up with lower employee productivity and in turn will find it more difficult to improve the employee job performance.

Table 4
Test of Difference on the Work Performance of the Teacher-Respondents as to their Demographic Profile Variables

	Content Knowledge & Pedagogy	Diversity of Learners & Assessment & Reporting	Curriculum and Planning	Community Linkages & Professional Engagement & Personal Growth	Core Behavioral Competence
Age	0.285	0.208	0.263	0.041	0.170
Sex	0.616	0.883	0.709	0.420	0.457
Civil Status	0.562	0.605	0.862	0.837	0.962
Educational Attainment	0.302	0.423	0.219	0.099	0.121
Religion	0.440	0.885	0.765	0.166	0.619
Total Hours of TL per Week	0.233	0.337	0.630	0.251	0.781
Employment Status	0.285	0.707	0.964	0.255	0.160
Position	0.551	0.904	0.553	0.262	0.591
Length of Service	0.459	0.514	0.640	0.981	0.486

Significant @ $p \leq 0.05$ Level of Significance

The current findings show no significant difference which indicates that it has no enough evidence that teachers' performance on content and knowledge pedagogy was not affected by their demographic profile variables. It was argued by Ward (2013) that teachers who know a subject well, and know how to make it accessible to learners will be more likely to make good use of a teaching resource, to use it to frame instructional tasks productively, and use students' work well than teachers who do not know the subject. This calls for teachers' competence in subject content mastery and content delivery (Kamamia, Ngugi, & Thinguri, 2014). Thus, the teachers' ability to select and sequence instructional tasks can be differentiated between effective and ineffective teachers (Ayvazo & Ward, 2011; Kim, 2015; Kim & Ko 2020; Kim, Ward, Ko, Iserbyt, Li, Sinelekov & Curtner-Smith, 2018).

The results show no significant difference which indicates that it has no enough evidence that the teachers' performance on diversity of learners & assessment and reporting is affected by their demographic profiles. This is because, teachers are aware, in the first place, that students are and always have been different from one another in a variety of ways. Recent research studies into effective teaching (Mastropieri & Scruggs, 2013) tend to indicate that teaching is not any longer considered as a linear process of transmitting knowledge from the teacher to students, or from educational materials to students, and addressing diversity can build a better future for all learners (Williams, 2013).

The findings likewise show no significant difference which indicates that it has no enough evidence that teachers' performance in curriculum and planning is affected by their demographic profile. Teachers' adherence to curriculum development is a key factor in defining program outcomes, which typically consists of modules and courses, which should be linked together to produce the desired learning outcomes for students (Retnawati, Hadi, & Nugraha, 2016). Moreover, Apsari (2018) argue that it is the most fundamental element of whole education since it acts as a guide to reach targeted education which connotes curriculum is an element that determines the quality and impact of the education system. Furthermore, curriculum suggests some steps to teacher such as teaching, preparing a lesson plan, and assessing (Nevenkosky, 2018). Therefore, it is necessary to prepare a curriculum that fits students perfectly (Muskin, 2015).

The significant difference lies on the age of the teachers which indicates that their performance in community linkages and professional engagement & personal growth and professional development is affected as they grow older or younger. Younger teachers have all the energy to engage in professional and personal growth, as well as, to extend partnership with the community. According to Harvard Family Research Project (2010), this community linkages can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula.

The results show no significant difference which indicates that it has no enough evidence that the teachers' performance in core behavioral competencies is not affected by their demographic profiles. The teacher's voluntary behavior is more than standardized behavior and aims to maximize the achievement of goals within the school organization, with indicators of helping fellow co-workers, serving the job, being responsible for duty, sportsmanship towards colleagues, and empathy towards the environment. It was stipulated in the Department of Education's (2015) order no. 2, that the core behavior competencies cut across the organizations that include self-management, professionalism, and ethics, results in focus, teamwork, service orientation, and innovation. The impact of teacher's behavior and competencies plays an important role in the academic achievement of students, and that, teachers must demonstrate for successful completion of a teacher education program.

Table 5
Test of Relationship between the Time Management and Work Performance of the Teacher-Respondents amidst the COVID-19 Pandemic

	C O M M I T T E D T E A C H E R S	Content & Knowledge Pedagogy	Diversity of Learners & Assessment & Reporting	Curriculum and Planning	Community Linkages & Professional Engagement & Professional Development	Core Behavioral Competencies	Decision/ Interpretation
Keeping Commitments		0.000	0.001	0.000	0.003	0.003	Reject HO-Significant
Controlling Interruptions		0.000	0.001	0.001	0.000	0.000	Reject HO-Significant
Planning of Activities		0.000	0.000	0.000	0.000	0.000	Reject HO-significant
Using Resources		0.000	0.000	0.000	0.000	0.000	Reject HO-Significant
Balancing Life		0.190	0.005	0.565	0.011	0.000	Reject HO-Significant

It shows that committed teachers performs their work, and determines the success of teaching (Mart, 2013), that must be owned by a professional teacher. Moreover, committed teachers enables certain goals to be accomplished, that contributes to the achievement of students (Altun, 2017). Furthermore, commitment to teaching profession allows teachers to change their teaching practices to facilitate in the classroom, establishing an effective learning environment for students in which students are engaged in learning; and serve as the role models for the students (Shukla, 2014).

The results show that the teachers' work performance depends on how they manage to control interruptions while at work, and perform their work for effective teaching-learning process. According to Effeney, Carroll, and Bahr (2013) it is the ability to plan study time and tasks to achieve daily set goals in the classroom and in school as a whole. Furthermore, the more teachers use the techniques of controlling interruptions, the stress decreases and helps them gain efficiency and a level of satisfaction (Hanley, Palejwala, Canto, & Garland, 2015).

The findings show that the teachers' work performance depends on how they manage in planning of activities in schools as scheduled. It is the ability of making curricular decisions regarding what students are to learn and instructional decisions regarding the learning experiences to be provided in the classroom (Daft & Marcic, 2016). Therefore, to achieve the aims and objectives of teaching-learning process, efficient planning is required, and deciding what and how students should learn – a teacher with a plan, is a more confident teacher.

The results show that the work performance of teachers depends on how they manage the use of resources. That is using their knowledge and skills acquired from professional development for teaching materials and methodologies (Owoko, 2010). Moreover, teachers use digital resources to enhance learning by preparing lessons via PowerPoint presentations and word document, as well as, creating communication channels for students and parents through social media and e-mails (Wake & Whittingham 2013; UNESCO, 2011).

The results show that the teachers' work performance depends on their work-life management. Balancing work-life enable teachers to deliver effectively and efficiently the learnings to students (Wheatly, 2012), as well as, the ability to demonstrate their competencies in handling subjects, being productive in their field of specialization (Nawab & Iqbal, 2013). However, teachers' performance in curriculum planning and community engagement does not depends on their work-life balance, this is because curriculum planning includes consideration of overarching curriculum rationales, goals and structures to establish common understandings, beliefs and values which are explicit in school programs (Muskin, 2015; Retnawati, et al., 2016); as well as, the community linkages which is the alignment of community partnership to the goals and curricula (Harvard Family Research Project, 2010).

IV. CONCLUSIONS

The researchers concluded based on the summary of findings that the teacher-respondent is a typical female in her middle adulthood, married, BS degree with masteral units, Roman Catholic, with 15.62 of teaching hours per week, permanent employee, with position as teacher I and teacher III, and had been in the teaching service for one and half decade. The teacher-respondents always manage their time with overall weighted mean of 3.51 and perform their work with overall weighted mean of 3.67 amidst the COVID-19 pandemic in, respectively.

There is a significant difference on the teacher-respondents' time management on planning of activities and balancing lifestyles according to their length of service demographic profile variable. On the other hand, there is no significant difference on the teacher-respondents' time management on keeping commitment, controlling interruptions, and using resources according to their age, sex, civil status, educational attainment, religion, total hours of teaching load per week, employment status, position, and length of service demographic profile variables, respectively.

There is a significant difference on the teacher-respondents' work performance in terms of community linkages and professional engagement & personal growth and professional development according to their age demographic profile variable. On the other hand, there is no significant difference on the teacher-respondents' work performance in terms of content and knowledge pedagogy, diversity of learners & assessment and reporting, curriculum and planning, and core behavioral competencies according to their age, sex, civil status, educational attainment, religion, total hours of teaching load per week, employment status, position, and length of service demographic profile variables, respectively.

The teacher-respondents' time management in terms of keeping commitment and controlling interruptions has low positive correlation and significant relationship with their work performance in terms of content and knowledge pedagogy, diversity of learners & assessment and reporting, curriculum and planning, community linkages and professional engagement & personal growth and professional development, and core behavioral competencies. Moreover, the teacher-respondents' time management in planning of activities has a moderate positive correlation and significant relationship with their work performance in terms of content and knowledge pedagogy, diversity of learners & assessment and reporting, curriculum and planning, community linkages and professional engagement & personal growth and professional development, and core behavioral competencies. Furthermore, the teacher-respondents' time management in using resources has moderate positive correlation and significant relationship with their work performance in terms of content and knowledge pedagogy, diversity of learners & assessment and reporting, and core behavioral competencies; while has a low positive correlation and significant relationship with their curriculum and planning and community linkages and professional engagement & personal growth and professional development, respectively.

And lastly, the teacher-respondents' time management in Balancing Lifestyles has low positive correlation and significant relationship with their diversity of learners & assessment and reporting; has little correlation and significant relationship with their content and knowledge pedagogy and core behavioral competencies; has little correlation and no significant relationship with their curriculum and planning and community linkages and professional engagement & personal growth and professional development, respectively.

Recommendations

Based on the summary of findings and conclusions, the researchers have strongly recommended that the teachers may manage and utilize their time effectively. The teachers should be afforded with additional seminars and training relevant to scheduling with timeframe of their daily school works, as well as, orientation of why teachers needed to return checked quizzes and activities to their students, because these will serve as the students' guide on what they need to improve in the study. Teachers should be supported on the needed technology to embrace 21st education, which is the use of teaching technologies for effective learning. Teachers planning should be focused and bases on the distribution of time according the requirement of time of any activities. Teachers should concentrate on important task to increase their productivity save their time. Concentrating on important task also shapes and molds the teachers' character, more competent and confident, happier and more productive person. Teachers need to make out a list of jobs to be done to in the following day, a night before it. Making out your list the evening or the night before, makes your subconscious mind to work on the list all night long while you sleep. Again, a master list of tasks containing daily lists, weekly lists and monthly lists may be made. Competition and appreciation method should be used to motivate the teachers to plan their lessons to save the time. The Department of Education may further conduct a review of the required paper works that need to be submitted by the teachers during deadlines, since it affects their physical health of not having enough sleeps every night and disrupts their life at home from time to time to finish the submissions and should continue to motivate teachers to be always committed in their job, which lead to schools' goals and programs success. Furthermore, follow-up study should be conducted to validate the current findings.

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