

# FACTORS AFFECTING TIME MANAGEMENT OF ELEMENTARY SCHOOL TEACHERS IN MBHTE PARANG, SULU

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## ABSTRACT

This study ascertained the factors affecting time management of elementary school teachers in MBHTE Parang, Sulu. Specifically, it sought to answer the following questions: (1) what is the socio-demographic profile of the teachers' respondents in terms of: gender, age, civil status, year of teaching experience, and educational attainment?; (2) what are the factors affecting the time management of the elementary teachers in MBHTE Parang, Sulu in terms of: time management behavior, work environment, work commitment, procrastination, and distraction?; (3) is there a significant difference on the factors affecting time management of the Elementary Teachers in MBHTE Parang, Sulu when data are grouped according to their demographic profile in terms of gender, age, civil status, years of teaching experience and educational attainment?; and (4) is there a significant correlation among the factors affecting time management of the Elementary Teachers in MBHTE Parang, Sulu in terms of time management behavior, work environment, work commitment, procrastination and distractions? The research design used was Descriptive-Exploratory research design through a quantitative research method. The respondents of this study are teachers of Parang Sulu. They were drawn using the purposive sampling. The duration of the study covered the period of school year 2020 to 2021. The findings of the study showed that: (1) 9 out of 10 teachers in Parang District are contented with their educational attainment; (2) time management behavior of elementary teachers in Parang has to improve for it not to affect much this work; (3) males and females manage time differently; (4) time management behavior and distraction accepts the null hypothesis. It can be concluded that Time management is very important if one needs to accomplish certain work on time or before its deadline. One of the recommendations

formulated is that “A daily or weekly “to do” list is a must to remind teachers what they need to do for the day or week.

**Keywords:** Factors, Time management, MBHTE, Sulu, Philippines

## INTRODUCTION

Teaching profession is highly inspiring, intellectually demanding and emotionally rewarding. Like other professions, teaching must subject itself to an organized and objective planning, preparation and execution of the lessons in order to direct the learners towards the different learning episodes. It commits itself to an unbiased analysis, problem-solving and modification of the outcomes of learning. It is in this concept of teaching that a teacher is committed to endure teaching responsibilities along with more time filling out paperwork, grading school work, dealing with administrators and attending meetings against all odds. Due to these numerous tasks, many teachers file for long-term sick leave, adding to pressure on the profession which is already struggling with recruitment and retention. In fact, according to Ansis (2017), based from the CNN-Philippines, one of the stressful jobs in the country is teaching. A large share of the 23 percent said they experience stress because of their bosses or supervisors. One male reader answered poor management at work, while others blamed it on job demands such as deadlines and being behind schedule and some attributed it to their coworkers. Although the career path seems to have too much work for the number of hours in a day, it is possible to manage the situation and clear extra time in the classroom and outside of class. With effective time management practices, teachers can increase their productivity and provide a better education for their students. (Genalyn P. Lualhati, 2019)

Time is the most precious thing in the world. Learning about how to effectively manage time is an important skill that someone will need to acquire to be successful in his life. Many researchers have given great importance to the process of time management in every field of life for individuals as well as for whole nation. All the nations that realized the importance of time, they utilized it in a best way and finally became capable to compete the other nations in every field of life. The expectation of success might be increased by appropriately controlling and managing time in an efficient way. One popular text put its importance in following words,

our time is precious and abundant, so we pass it, save it, waste it, keep it, buy it, kill it, give it, take it and make it. There are several advantages of learning how to effectively manage time like *increasing motivation, eradicating cramming, and acquisition of extra time*. Learning about time management is also helpful for minimizing procrastination and reducing anxiety. About the management of time, it is recommended that one should have only one “to do” list at one time, not several lists on separate papers at once. (Hafiz Muhammad Ather Khan, Muhammad Tahir Khan Farooqi, Atif Khalil, and Imran Faisal, December 2016)

Time management means the maximum use of time for the productivity are achievement. It concerns with the management of schedules of works with advanced planning, organizing and implementation in order to achieve the aims and objectives of their and the organization. Time probably the most valuable asset available to people and organizations to understand the process of the management of time and the contribution of one’s to the success of personal and professional lives. Time management is a process of managing of time according to the need and requirement of work and activities in order to utilized, save and do not waste the time for an effective organizational progress and success. It includes the construction and implementation of time table, distribution of subjects, total number of periods taken by teachers, lesson planning of class activities, counseling and guidance of teachers, time allocation to students individually, organization and preparation of co-curricular activities for students or pupils. (Zafarullah Sahito, Mumtaz Khawaja, Uzma Murad Panhwar, Abida Siddiqui & Humera Saeed, December 12, 2016)

The situation and queries pop into my mind as I observe and experienced the current situation in our own district at Parang West District and to know if other district like Parang East District also have this kind of scenarios. It is composed of elementary schools under Ministry of basic, Higher and technical Education.

Majority of our pupils cannot read nor comprehend any situational problems and even simple instruction. The situation prompted me to find out some possible solution to this existing problem. As I believed that effective time management can help teachers deliver quality education by managing their time according to the need and importance of work and it is proper and wisely distribution of time for subjects and task needed by the pupils. This study is

conducted with the aim of providing sufficient and substantial basis for teachers to effectively manage their time.

## LITERATURE REVIEW

Time management is considered to be a skill that should be mastered by all the individuals at all levels and in all walks of life. Some people keep extremely busy schedules that arise out of their educational requirements, office work, job duties or household chores. In order to avoid feeling stressed or pressurized due to work, it is required to effectively implement time management. (Dr. Radhika Kapur, April 21, 2015)

The literature revealed that time management practices that connected to the individual's awareness and attitudes about time management and is comparable the perception of having control over time. Therefore, time attitudes comprise the perception that the individual is in control of time the perception that the person is efficiently managing his time and the perception that the individual is making constructive utilization of time (Karim et al., 2015).

In *Management literature 2015*, the proper use of resources to meet the organizational goals and objectives is considered as one of the most important managers' duties. Resources available to managers and organizations include human resources, financial resources, information resources, etc.

**Researchers** have defined "time management" as prioritizing and planning tasks and activities, the ability to say no, limiting interruptions, making good investment in time, and controlling time carefully by the individual [11]. Time management has very important individual and organizational effects. (Behadori M, et al. 2015)

1. Unable to say (NO!)

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 in order to achieve the predetermined objectives of the organization. A worker that knows and applies these may become effective and productive.

According to Serrano (2015), the breakdown of discipline in the educational system is one of the cause of teachers' burnout. Effective implementation of discipline lies in the teachers' management, order and control of his classroom.

In their study, Abeygunawardena et al. (2019) said that using innovative teaching styles and transformation of Mathematics instruction are imperative to motivate the learners for active participation in the teaching-learning process and eliminates students' disruptive behavior.

According to Ainsworth, Smith and Millership [6], some factors contributing to deterioration in teacher performance are (1) unsuitable performance plans goals that are too high or irrelevant may obviously lead to unsatisfactory performance; (2) unclear performance plans, lack of role clarity, and confusion about priorities or targets; (3) lack of knowledge or ability competence is prerequisite to work; (4) poor working conditions: problems related to equipment and working groups, improper leadership, and other environmental obstacles.

Resilient Educator 2021. Although the career path seems to have too much work for the number of hours in a day, it is possible to manage the situation and clear extra time in the classroom and outside of class. Time in the classroom and outside of class. With effective time management skills, teachers can increase their productivity and provide a better education for their students. Organize the day by priorities, strategically plan homework assignments, avoid "loaded" procrastination, plan for potential crises and set aside personal time will help you to manage your time effectively as a teacher.

By Thuy Lam and Manitobba Start (2020), the ability to manage your time effectively can benefit you in many ways: increased productivity and efficiency, decreased stress, greater opportunities to achieve important life and career goals, more time where it matters, a dependence and professional reputation. Conversely, being unable to manage your time effectively can have negative consequences: inefficient workflow, missed deadlines, higher stress levels, lower quality of work, a poor professional reputation.

Alhiyari, 2015 Time Management: One of the branches of management science that is interested in investing time and making use of it as efficiently and efficiently as possible, reducing the chances of wasting it and wasting it in vain, and exploiting it by increasing the productivity of workers at a specific time.

Al-Mubarak and Al-Rashidi, 2016, which aimed at taking care of time and benefiting from it in the preparation of plans and programs in a timely manner and thus achieving the objectives of the company

Al-Ghamdi, 2015 Time is an important resource, so it should be used optimally and planned for future use, because time management is an important key criterion, which is taken into account in determining the success and effectiveness of the manager.

Al-Mubarak and AlRashidi, 2016, Time management is the best use of time, and of the available resources, in a way that leads to the achievement of goals, and it will be no commitment, analysis, planning and follow-up in order to better take advantage of time in the future.

Al-Harhasha, 2016, The effectiveness of time management means the ability to achieve what we want to achieve with the time available.

Al-Ghamdi, 2015 argues that the importance of time management is the close link between time management and the essential elements of the management process of planning, organizing, directing, and controlling. Time is the age of human beings in general, a crucial resource in management science, and the ability to organize time is the key to success in any business. Time is like a sword for those who cut your pieces so you have to keep the time properly to manage our daily lives so that we do not waste it in something that is not desirable and must be planned in order to achieve sound results in time management because time is a measure of what has been achieved in our lives. And as it turned out that time is a rare and fast resource, if we waste our time in what does not work, it is difficult for us to compensate, so we must take into account the importance of time and management in the best way to achieve the best goals and results (Abu Naser & Al Shobaki, 2016), (Abu Naser, et al., 2017), (Al Shobaki & Abu Naser, 2016), (Al Shobaki et al., 2016), (Al Shobaki et al., 2017), (Al Shobaki, M. J. (2017).

Leo Babauta (2015) "How to cease to postpone life for later" expressed opinion that ability to effectively solve the tasks has to be combined with procrastination, i.e. "postponement for later" in the work. Certainly, it isn't necessary to avoid postponing difficult tasks. Only the going one will master the road. At the same time we will remember a saying: "The night brings council". Procrastination (from lat. procrastinatus - procrastination, delay) can occasionally be

used (but it isn't frequent, it is very important to do so in reasonable limits) as the mechanism of fight against the alarm connected with the beginning or completion of any affairs. The management of time can assist to a number of the skills, tools and methods involved in the course of realization of a number of tasks. This range at various stages can include: statement of the purposes, distribution of tasks, analysis of time expenditure, monitoring, drawing up lists and arrangement of priorities, setting priorities, summing up by results, etc. processes.

## **METHOD**

### ***Research Design***

To realize the comprehensive layout for the data collection in this study, a Descriptive-Exploratory research design through a quantitative research method will be employed in determining the factors affecting time management of elementary teachers in MBHTE Parang, Sulu.

This method is utilized because a descriptive method collects, tests and validates data. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (krathwohl, 1993).

### ***Research Locale***

This study will be conducted at Parang West District, composed of seven (7) schools namely, Kahoy Sinah Elementary School, Silangkan Elementary School, AluLayag Elementary School, Hadji Panglima Tingkahan Elementary School, Sampunay Primary School, Utoh Laja Elementary School, Kutah Sairap Elementary School and Parang East District, composed of five (5) schools namely, Lumbaan Mahaba Elementary School, Lipunos Elementary School, Saldang Elementary School, Hadji Tomoay Elementary School and Akuk Sangkula Elementary School. The time-frame for the study covers school year 2020-2021.

***Respondents of the Study***

To analyze and seek information and answers to this study, one hundred (100) teachers' respondents are randomly selected from elementary school teachers preferably (50) respondents from Parang West District and (50) respondents from Parang East District.

**Distribution of Respondents According to School**

<b>PARANG WEST DISTRICT</b>	
<b>Name of School</b>	<b>Number of Respondents</b>
1. Kahoy Sinah Elementary School	12
2. Silangkan Elementary School	8
3. UtuhLajaElementary School	6
4. Hadji Panglima Tingkahan Elementary School	6
5. KutahSairap Elementary School	6
6. Sampunay Primary School	6
7. AluLayag Layag Elementary School	6
<b>PARANG EAST DISTRICT</b>	
<b>Name of School</b>	<b>Number of Respondents</b>
1. Lumbaan Mahaba Elementary School	10
2. Lipunos Elementary School	10
3. Saldang Elementary School	10
4. Hadji Tomoay Elementary School	10
5. Akuk Sangkula Elementary School	10
<b>Total</b>	<b>100</b>

***Sampling Procedure***

This study will employ the purposive sampling procedure in selecting the teachers of Parang West and Parang East District as respondents.



### ***Research Instrument***

This study will utilize self-devised survey questionnaire as the primary data-gathering instrument. Since the respondents are highly literate all the questions are stated in English Language. The questionnaire is self-made questions made by the researcher based on the statement of the problem of this study. It will be centered on the factors affecting time management of elementary school teachers in MBHTE Parang, Sulu. The Researcher uses google to gather information on the factors affecting teachers' time management.

The instrument is composed of 2 two (2) parts. Part I is a checklist used to collect data for the demographic profile of the respondents in terms of gender, age, civil status, years of teaching experience and educational qualification. Part II is the checklist used to collect data for the factors affecting the time management of the elementary teacher in MBHTE Parang, Sulu composed of 5 indicators which are Time management behavior, work environment, work commitment, procrastination and distraction.

### ***Data Gathering Procedure***

With profound understanding of the research title, the researcher constructed the questionnaire based on the statement of the problem of this study.

Prior to the distribution of questionnaire, the researcher will ask permission form the dean of graduate studies then, write a letter to the c

### ***Validity and Reliability***

To achieve validity of this questionnaire for the research instrument, it was submitted to two (2) Panel of experts preferably from the School of Graduate Studies for perusal, correction and validation.

### ***Statistical Treatment***

The responses in the questionnaire were scored, recorded and tabulated. To effectively and objectively analyze the data to be gathered, the following statistical tools was being employed;

1. The statement of the problem question number 1 will be use statistical tool Frequency and Percentage.

2. The statement of the problem question number 2 will be use the statistical tool Weighted Mean and Standard Deviation
3. The statement of the problem question number 3 will be use the statistical tool T-test and one-way ANOVA, and
4. Statement of the problem number 4 will be use the statistical tool Pearson Product Moment Coefficient

## RESULT AND DISCUSSION

### a. Demographic Profile of the Respondents

Table 1 presents the demographic profile of the respondents in terms of gender, age, civil status, number of years in service, and highest educational attainment.

In terms of gender, 85% of the respondents are females and only 15% are males. The result implies that majority of the teachers in Parang District are females.

In terms of age, 46% are 38 years old and above, while only 11% are between 20-25 years old. The result could only mean that almost half of the teachers are 38 years old and above.

In terms of civil status, 59% are married and only 2% are separated. It means that mere than half of the teachers in Parang District are with families.

In terms of number of years in service, 36% are below 5 years in service and only 15% had been a teacher between 11-15 years. The result means that a bigger number of teachers in Parang District are new in the teaching profession.

In terms of highest educational attainment, 90% of the teachers finished Bachelor's Degree only and 10% completed academic requirements in master's degree. The result implies that 9 out of 10 teachers in Parang District are contented with their educational attainment.

**TABLE I**

**Demographic Profile of the Respondents**

**n=100**

Demographic Profile	Frequency	Percentage
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Gender :		
Male	15	15%
Female	85	85%
Age :		
20-25 years old	11	11%
26-31 years old	25	25%
32-37 years old	18	18%
38 years old and above	46	46%
Civil Status:		
Single	34	34%
Married	59	59%
Widow	5	5%
Separated	2	2%
Number of Years in Service:		
Below 5 years	36	36%
6-10 years	18	18%
11-15 years	15	15%
16 years and above	31	31%
Highest Educational Attainment:		
Bachelor's Degree	90	90%
Completed academic requirements in M.A.	10	10%

### **b. Factors Affecting Time Management of Elementary Teachers in MBHTE-Parang, Sulu**

Table 2 presents the factors affecting time management of elementary teachers in MBHTE-Parang, Sulu in terms of time management behavior, work commitment, work environment, procrastination, and distractions.

Time management behavior showed that preparing for devices needed for teaching affects so much (Mean=4.53, SD=0.631) the elementary teachers in Parang, Sulu. The rests of the items

showed that the respondents indicated affects much with a mean ranging from 4.28 to 4.46 and among these are, they do things in order of priority; they accomplish what needs to be done during the day; and do things as early as possible. The average mean of 4.41 confirms that time management behavior affects much the elementary teachers in MBHTE Parang, Sulu.

The result simply implies that time management behavior of elementary teachers in Parang has to improve for it not to affect much this work.

According to Kopur (2015), time management is considered to be a skill that should be mastered by all the individuals at all levels and in all walks of life. Karim, et al (2015) added that time management practices is connected to the individuals' awareness and attitudes about time management and is comparable to the perception of having control over time.

In terms of work commitment, the respondents indicated that believing in themselves as a teacher affects so much (mean=4.67, SD=0.572) and never giving up in teaching job also affects so much (mean=4.53, SD=0.705) the elementary teachers in Parang, Sulu. On the other hand, the respondents indicated affects much in the rests of the items with mean ranging from 4.14 to 4.47. The average mean of 4.43 confirms that work commitment affects much the elementary teachers in Parang, Sulu. The result implies that the elementary teachers in Parang, Sulu are affected by work commitment at different levels depending on what they committed themselves to do.

According to McGraw Center for Teaching and Learning (2021), if you can't commit to devoting time to a task, don't put it your schedule. Put only schedule tasks you will do.

In terms of work environment, the respondents indicated affects much to at least 5 of the items and affects so much to the other 3 items. For affects so much the items are about feeling connected to coworkers (mean=4.56, SD=0.658) and supported by their school head (mean=4.56, SD=0.658). However, the rests of the items showed they are affected much by work environment with means ranging from 4.22 to 4.43 and some of these are; they enjoy the company of the people in the community and they are given enough freedom to decide how to do their work on their own. The average weighted mean of 4.41 confirms that work environment affects much the elementary teachers in Parang, Sulu.

According to the principles by McGraw Center for Teaching and Learning (2015), organizing your environment-both physical and social for success and for support you have to be creative.

In terms of procrastination, the respondents indicated affects much in only 3 items and among these are; they worry about making the wrong decision (mean=3.84, SD=0.924); and wait for the right mood, or the right time to tackle creative work (mean=3.25, SD=1.335). however, they indicated moderately affects in some items and among these are; they fail to make a to-do list (mean=3.15, SD=0.919), and they fail to meet deadlines (mean=2.93, SD=0.987). The average weighted mean of 3.29 confirms that procrastination moderately affects the elementary teachers in Parang, Sulu.

The result on procrastination implies that the elementary teachers in Parang, Sulu are affected by the different factors at different levels by time management.

According Babauta (2015), the ability to effectively solve the tasks has to be combined with procrastination which can occasionally be used and is very important to do so in reasonable limits.

In terms of distraction, the respondents indicated moderately affects in less than half of the items and some of these are; they spend time talking to co-teachers and parents and lose focus because of noisy co-workers. Other items showed elementary teachers indicated affects less in more than half of the items and some of these are; spend most of their time using social media and lose focus they are always stress. The average mean of 2.49 means that the elementary teachers in Parang, Sulu are less affected by distraction.

The result implies that depending on the situation, the elementary teachers react to the factors in different ways.

According to Ainsworth, Smith, and millership (n.d.), poor working conditions, problems related to equipment and working groups, improper leadership, and other environmental obstacles contributes to deterioration in teacher performance.

**TABLE 2**

**Factors Affecting Time Management of Elementary Teachers in MBHTE Parang, Sulu**

Items	Mean	SD	Interpretation
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<b>TIME MANAGEMENT BEHAVIOR</b>			
1. I do things in order of priority.	4.46	0.776%	Affects Much
2. I accomplish what needs to be done during the day.	4.46	0.645%	Affects Much
3. I do things with planning.	4.45	0.734%	Affects Much
4. I prefer a daily or weekly "to do" list.	4.32	0.726%	Affects Much
5. I used my free time wisely.	4.28	0.764%	Affects Much
6. I do things as early as possible.	4.49	0.646%	Affects Much
7. I set time for every task to avoid wastage of time.	4.32	0.741%	Affects Much
8. I prefer my lessons the day after tomorrow.	4.30	0.899%	Affects Much
9. I directly meet my class after we arrive to school.	4.45	0.732%	Affects Much
10. I prefer my devices needed for teaching.	4.53	0.631%	Affects So Much
Average	4.41		Affects Much
<b>WORK COMMITMENT</b>			
1. I make sure to start the class on time.	4.62	0.584%	Affects So Much
2. I make sure to master my subject matter in every subject.	4.44	0.645%	Affects Much
3. I have greater commitment with my obligation as a teacher.	4.47	0.705%	Affects Much
4. I believe in myself as a teacher.	4.53	0.705%	Affects So Much
5. I take massive action every day in teaching.	4.37	0.723%	Affects Much
6. I am adaptable and learning continually in my profession.	4.37	0.737%	Affects Much

7. I have willingness to lose some sleep in lesson preparation.	4.14	0.881%	Affects Much
8. I am not doing unethical or immoral act in my teaching profession.	4.27	1.028%	Affects Much
9. I am maintaining proper work-life balance in my teaching job.	4.37	0.664%	Affects Much
10. I never give up in teaching job.	4.67	0.572%	Affects So Much
Average	4.43		Affects Much
<b>WORK ENVIRONMENT</b>			
1. I enjoy the company of the people in the community.	4.43	0.625%	Affects Much
2. I feel connected with my co-teachers.	4.56	0.658%	Affects So Much
3. I feel that I contribute to my school goals.	4.38	0.681%	Affects Much
4. The people in the community are helpful and friendly.	4.22	0.777%	Affects Much
5. I feel valued of my contributions in our school.	4.51	0.629%	Affects So Much
6. I am supported by our school head.	4.56	0.658%	Affects So Much
7. I am given enough freedom to decide how to do work on my own.	4.29	0.704%	Affects Much
8. Our school has an ideal working conditions.	4.36	0.695%	Affects Much
Average	4.41		Affects Much
<b>PROCRASTINATION</b>			
1. I put off tasks that are unpleasant for me.	3.72	1.088%	Affects Much

2. I tend to wait until that last minute to get started on things.	3.31	1.209%	Moderately Affects
3. I have to wait for the right mood, or the right time, to tackle creative work.	3.75	1.335%	Affects Much
4. I worry about making the wrong decision.	3.94	0.924%	Affects Much
5. I do all the task together one of a time.	3.47	1.248%	Moderately Affects
6. I do the tasks when the due date is approaching.	3.17	1.107%	Moderately Affects
7. I fail to make a to-do list doable.	3.15	0.919%	Moderately Affects
8. I fail to meet deadlines.	2.93	0.987%	Moderately Affects
9. I am late to appointments.	2.52	1.294%	Moderately Affects
10. I have difficulty making up my mind in doing the paper works.	2.97	1.035%	Moderately Affects
Average	3.29		Moderately Affects
<b>DISTRACTION</b>			
1. I spend most of my time on using social media.	2.25	1.128%	Affects Less
2. I spend my time talking to my co-teachers or parents.	2.51	1.082%	Moderately Affects
3. I spend my time telling stories to my pupils during the time of class.	3.19	2.165%	Moderately Affects
4. I lose my focus because I'm always stress.	2.37	0.954%	Affects Less
5. I lose my focus in time because of community conflict.	2.46	0.940%	Affects Less
6. I lose my focus in time because I'm tired of doing house chores.	2.34	0.905%	Affects Less



7. I lose my focus in time because of multi-tasking.	2.47	0.825%	Affects Less
8. I lose my focus when I am hungry.	2.51	0.973%	Moderately Affects
9. I lose my focus because of noisy co-workers.	2.51	0.908%	Moderately Affects
10. I fail to do task on time because of my co-workers dropping by.	2.42	0.846%	Affects Less
11. I fail to do task of time because of the distractions brought by the pupils' behavior.	2.53	0.774%	Moderately Affects
12. I lose my focus because of the interruptions due to emergency meeting.	2.35	0.993%	Affects Less
Average	2.49		Affects Less

## LEGEND

SCALE	RANGE	DESCRIPTION	INTERPRETATION
5	4.50-5.00	Always	Affects So Much
4	3.50-4.49	Often	Affects Much
3	2.50-3.49	Sometimes	Moderately Affects
2	1.50-2.49	Seldom	Affects Less
1	1.00-1.49	Never	Do not Affect at All

**c. Significant Difference on the Factors Affecting Time Management when Data are Grouped According to Demographic Profile**

*The t-test for Independent Samples*

The SPSS generated data shows that the time significant values for the demographic profiles in terms gender are greater than .05. it means that the null hypothesis is rejected. The result can

be seen in table 3. There is a significant difference on the factors affecting time management when data are grouped according to gender.

The result simply implies that males and females manage time differently. It is a known fact that most women are quite organized as compared to their male counterpart. The result supported the Time Management Theory of Claessens, Roe, and Rutte (2009) which states that time management is probably not as easy as what it is imagined and expected to be.

### ***The Analysis of Variance (ANOVA)***

Table 3.2 presents the SPSS generated data on the significant difference on the factors affecting time management when data are grouped according to demographic profile in terms of age, civil status, number of years in service, and highest educational attainment. The significant values for the demographic profiles are all greater than .05. It means that the null hypothesis rejected.

There significant difference on the factors affecting time management of elementary teachers in Parang, Sulu when data when data are grouped according to age, civil status, number of years in service, and highest educational attainment.

The result also implies that senior teachers are more time conscious as compared to their junior counterpart. Married teachers are used to managing time as compared to their single teachers. The number of years in service clearly shows that those who has been in the service longer managed time effectively compared to those new in the service who are still adjusting in managing their time. In terms of highest educational attainment, there are teachers who knows to manage time despite finishing only a Bachelor's Degree.

The result supports the Time Management Theory of Claessens, Roe, and Rutte (2009) which states that all teachers have the capacity to change, give knowledge, and share real-life experiences.

**TABLE 3.1**

### **t-test for Independent Samples**

Gender	Test value for Equality of Means		
	T	df	Sig. (2-tailed)

Male	-0.864	95	0.125
Female	-1.124	95	0.218

Significant at  $\alpha = .05$

**TABLE 3.2**

**Analysis of Variance (ANOVA)**

Demographic Profile	Sum of squares	Df	Mean Square	F-ratio	Sig.
<b>Age</b>					
Between Groups	1.820	3	0.607	1.145	0.568
Within Groups	50.383	95	0.530		
Total	52.203	98			
<b>Civil Status Between Groups</b>					
Between Groups	2.619	3	0.873	1.944	0.279
Within Groups	42.647	9	0.449		
Total	45.266	98			
<b>Number of Year in Service</b>					
Between Groups	7.640	3	2.547	2.121	0.225
Within Groups	114.048	9	1.201		
Total	121.688	98			
<b>Educational Attainment</b>					
Between Groups	3.964	3	1.288	1.084	0.421
Within Groups	112.893	9	1.188		
Total	116.757	98			

significant at  $\alpha = .05$

- d. Significant Correlation on the Factors Affecting Time Management when Data are Grouped According to Demographic Profile in terms of Gender, Age, Civil Status, Number of Years in Service, and Highest Educational Attainment**

Table 4 presents the significant correlation among the factors affecting time management of elementary teachers in MBHTE-Parang, Sulu when data are grouped according to demographic profile.

The SPSS generated data using the Pearson Product-Moment Correlation result showed that time management behavior and distraction has no significant correlation on time management. Work commitment and procrastination has low correlation while work environment have moderate correlation on the factors affecting time management of elementary teachers in MBHTE-Parang, Sulu.

The result clearly implies time management behavior and distraction accepts the null hypothesis. Work commitment and procrastination on the other hand cannot clearly state whether it will accept or reject the null hypothesis because of the low correlation. Work environment obviously rejects the null hypothesis although the correlation is just moderate.

It is obvious that both time management behavior and distraction do not affect time management of elementary teachers of MBHTE-Parang, Sulu. Work commitment and procrastination affects the elementary teachers a little while work environment affects them modestly.

**TABLE 4**

**Significant Correlation on the Factors Affecting Time Management when Data are Grouped According to Demographic Profile**

Factors	Correlation	r	Interpretation
Time Management Behavior	Pearson	0.293	No Relationship
	Sig(2-tailed)	0.165	
	N	98	
Work Commitment	Pearson	0.385	Low Relationship
	Sig(2-tailed)	0.107	
		N	98
Work Environment	Pearson	0.459	Moderate Relationship
	Sig(2-tailed)	0.137	
		N	98

Procrastination	Pearson	0.394	Low Relationship
	Sig(2-tailed)	0.087	
	N	98	
Distraction	Pearson	0.200	No Relationship
	Sig(2-tailed)	0.168	
	N	98	

**LEGEND**

Value of r	Interpretation
$\pm 0.70 - \pm 1.00$	High Relationship
$\pm 0.40 - \pm 0.69$	Moderate Relationship
$\pm 0.30 - \pm 0.39$	Low Relationship
below $\pm 0.30$	No Relationship

***Demographic Profile***

Almost half of the respondents are 38 years old and above. Most of them are females and more than half are married. More than 30% of the elementary teachers in MBHTE-Parang, Sulu are either below 5 years in service or 16 years and above. Ninety percent (90%) of the elementary teachers finished Bachelor's Degree only.

***Factors Affecting Time Management of Elementary Teachers in MBHTE Parang, Sulu***

The elementary teachers of MBHTE-Parang, Sulu are less affected by distractions, moderately affected by procrastination, and affected much by time management behavior, work commitment, and work environment.

***Significant Difference on the Factors Affecting Time Management of Elementary Teachers when Data are Grouped According to Demographic Profile***

There is significant difference on the factors affecting time management of elementary teachers of MBHTE-Parang, Sulu when data are grouped according to gender using t-test for independent samples.

The ANOVA result showed that there is also a significant difference on the factors affecting time management of MBHTE-Parang, Sulu elementary teachers of when data are grouped

according to demographic profile in terms of age, civil status, number of years in service, and highest educational attainment.

***Significant Correlation Among the Factors Affecting Time Management of MBHTE-Parang, Sulu Elementary Teachers when Data are Grouped According to Demographic Profile***

Pearson Product-Moment Correlation result showed that time management behavior and distraction have no correlation on time management of MBHTE-Parang, Sulu elementary teachers. Work commitment and procrastination have moderate correlation while work environment has moderate correlation on time management of elementary teachers.

## **CONCLUSION**

The following conclusions are forwarded based on the finding of the study:

The demographic profile of the MBHTE-Parang, Sulu elementary teachers clearly shows that almost half of the teachers are young. The female teachers out-number the male teachers and majority are married. Almost 1/3 of the teachers are new in the profession and majority did not pursue master's degree after graduating in college.

Time management is very important if one needs to accomplish certain work on time or before its deadline. Hence, elementary teachers of MBBHTE-Parang, Sulu needs to be conscious of their time management behavior, work commitment, and work environment. Procrastination is a bad habit we Filipino inherited from Spanish which is called "Mañana habit". Distractions only serves to delay work. hence, it has to cast off in order to be productive and accomplish more in work.

The significant difference on the factors affecting time management of elementary teachers of Parang only proved that different persons are affected differently by all the factors on time management.

The absence of correlation on the factors affecting time management of MBHTE-Parang, Sulu elementary teachers only proved that different persons are affected differently by the factors

on time management. The absence of correlation on the factors affecting time management of elementary teachers of MBHTE-Parang, Sulu in terms of time management behavior and distraction only showed that the two factors have no relationship on their demographic profile. Work commitment and procrastination affects the elementary teachers a little due to their being committed as a teacher and relaxing when they delay their work. only work environment moderately affects time management of elementary teachers which only proves that a work place has to be conducive for work.

It is recommended that that teachers should plan ahead what needs to be accomplished the next day and have daily or weekly “to do” list is a must to remind teachers what they need to do for the day or week.

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