

TIME MANAGEMENT BEHAVIOUR ON TEACHERS' WORKLOAD AND PERFORMANCE IN PUBLIC ELEMENTARY SCHOOLS

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Abstract

This research explored how time management behaviour mediates the connection between teachers' workloads and their performance, focusing on public elementary school educators in the Sariaya West District of Quezon during the 2024–2025 academic year. A quantitative correlational approach was employed, involving a sample of 150 teachers selected through stratified random sampling methods. The study specifically examined the teachers' workload in terms of teaching-related tasks, administrative tasks, co-curricular responsibilities, and intensity of work; their time management behaviour across self-control, self-knowledge, decision-making, and goal-setting and prioritization; and their performance in terms of training, work motivation, instructional competence, classroom leadership, and self-efficacy. Results revealed that teachers perceived their workload to be high and their time management behaviour and performance to be very satisfactory. The researcher found significant positive relationships between workload and time management behaviour, time management behaviour and teacher performance, and workload and performance. Additionally, the way individuals manage their time played a crucial mediating role in the connection between workload and performance. Based on the findings, it is recommended that school leaders provide targeted programs to enhance teachers' time management skills and review workload distribution to ensure optimal performance without burnout.

Keywords: teaching workload, time management behaviour, teacher performance, mediating variable, elementary education

1. Introduction

Time management was a critical factor in the effective functioning of educators in public elementary schools. Efficiently allocating and prioritizing tasks greatly impacts a teacher's workload and overall performance (Warfali & Yusoff, 2014). Accurately managing time allowed teachers to meet curriculum objectives, provide effective instruction, and create a conducive learning environment for students. Moreover, a study highlighted the connection between time management and academic performance (Were, 2023). A study showed a significant positive relationship between time

management and students' academic performance (Acquah Out, 2018). This suggested that effective time management not only benefited teachers but also had a direct impact on student outcomes (Xu, 2020).

According to a study conducted on in-service primary school teachers, efficient time management played a significant role in achieving the objectives of the classroom session (Warfali & Yusoff, 2014). The research encompassed 420 educators and highlighted that training in effective time management is a critical requirement for primary school teachers concerning classroom management. Moreover, an investigation into the connection between time management and academic success indicated a noteworthy positive correlation between the two factors (Hermoso et. al, 2023). In particular, the findings demonstrated that students who possess strong time management abilities are more likely to achieve higher academic performance. Furthermore, research suggested that providing training and resources on time management strategies to undergraduate students greatly benefited their academic performance. Case studies provided concrete examples of how time management behaviours impacted teachers' workload and performance in public elementary schools. Understanding the importance of time management and its influence on teacher workload and student performance made it possible to develop strategies and interventions that promoted effective time management behaviours among teachers in public elementary schools. The findings of these studies provided valuable insights for school administrators, policymakers, and educators in designing professional development programs and support systems to enhance time management skills among teachers and improve overall school performance (Warfali & Yusoff, 2014). Moreover, these research studies underscore the necessity for systemic reforms within educational institutions to mitigate overwhelming workloads and establish more attainable expectations for educators. By recognizing the external influences that substantially affect a teacher's workload, such as administrative responsibilities and class sizes, schools can formulate strategies to tackle these obstacles, fostering a more supportive environment for teachers.

1.1 Statement of the Problem

The primary objective of this study is to investigate the mediating roles of job satisfaction and time management behaviour in the relationship between teachers' workload and performance. The study will specifically focus on public elementary teachers within the Sariaya West District, Division of Quezon, during the academic year 2024-2025. Specifically, this seeks to answer the following questions:

1. What is the perception of the public school elementary teachers in their teaching workload in terms of:
 - 1.1. teaching-related;
 - 1.2. administrative task;
 - 1.3. co-curricular responsibilities; and
 - 1.4. Intensity of work?
2. What is the extent of time management behaviour of the respondents of the study in terms of:
 - 2.1. self-control;
 - 2.2. self-knowledge;
 - 2.3. decision-making; and
 - 2.4. goal-setting and prioritization?
3. How do the public school elementary teachers describe their performance in terms of:
 - 3.1. training
 - 3.2. work motivation
 - 3.3. instructional competence

- 3.4. classroom leadership; and
- 3.5. self-efficacy?
4. Is there a significant relationship between a teacher's workload and time management behaviour?
5. Is there a significant relationship between time management behaviour and a teacher's performance?
6. Is there a significant relationship between a teacher's workload and performance?
7. Does the time management behavior of the respondents significantly mediate the relationship between teachers' workload and performance?

1. Methodology

This chapter is to describe the research methodology that will be utilized in this study. A description of the research design including setting, theoretical basis, data collection procedures, and data analysis strategies are presented. In this study, a descriptive-correlational design was employed, where the researcher adopted a validated questionnaire in the form of a checklist. This design aimed to describe and identify the mediating effect of time management behavior in the relationship between teachers' workload and teachers' performance using mediation analysis. Descriptive studies aim to represent accurately the characteristics of situations, people, or groups and the frequency of specific occurrences, using statistics to summarize and capture the data. In contrast, correlational studies examine the relationships between potential variables of interest without any active involvement from the researcher (Polit & Hungler, 2013). This approach was deemed suitable for assessing the effect of time management behavior on teachers' workload and performance. The research was conducted in Sariaya West District, Division of Quezon. The site of the study is Sariaya, Quezon which is one of the municipalities of the second district of Quezon Province. The schools are divided into two districts: Sariaya East and Sariaya West. This study covered the public school teachers of Sariaya West District. They were part of the School Year 2024 – 2025. Most of the respondents are from Lutucan Central School, with a total of 29 teachers. In terms of sex, the majority are female. Regarding civil status, most are married. For age, the most represented group is 26–30 years old, with 47 respondents. In terms of designation, the largest group falls under Teacher I, with 62 teachers. As for length of service, most have been in service for 10 years or above (48 respondents). Lastly, the highest number of respondents based on educational attainment is those with units in a master's degree, comprising 83 individuals, indicating ongoing pursuit of graduate studies. This study's primary data collection tool was a survey questionnaire designed to assess the mediator of interest—time management behavior—and examine the variables related to respondents' workload and performance. The questionnaire used a Likert scale to capture respondents' attitudes and perceptions, providing quantitative measures for each variable. It consisted of four parts: Part I collected demographic information such as age, gender, teaching experience, and educational qualifications; Part II assessed the various components of teachers' workloads, including teaching hours, administrative duties, co-curricular activities, and other responsibilities; Part III evaluated teacher performance, including classroom management, instructional effectiveness, student engagement, and professional competencies; and Part IV focused on time management behavior, assessing teachers' ability to prioritize tasks, set goals, organize their workday, and balance personal and professional responsibilities. The researcher constructed the questionnaire with inputs from existing literature and validated scales on time management and teacher performance. A pilot test with a small group of teachers refined the questions, and expert validation ensured the instrument's relevance and clarity. The researcher gathered the necessary data from web articles, previous studies, and relevant literature. Prior to conducting the survey, the researcher designed a self-made questionnaire based on the study's objectives. Approval was obtained from the principal's office

before initiating the study. To ensure the successful distribution of the research instrument, the researcher solicited assistance from the school principals. Once the respondents completed the questionnaire, the researcher promptly collected the instruments. The data were then organized, tabulated, and statistically analyzed for interpretation and discussion of the results. Descriptive statistics such as mean, standard deviation, and mediation analysis were used to describe the respondents' workload and performance. Pearson's product-moment correlation coefficient was used to measure the linear association between workload and performance. It was determined whether there was a correlation between the teacher's workload and performance. Mediation analysis was used following the procedure of Hayes (2024) to determine the direct and indirect effects of time management behaviour and job satisfaction in the relationship between workload and performance of public elementary school teachers. A significance level of 0.05 was used to assess whether a significant relationship existed.

Results and Discussion

Table 1. Perception to Teaching Workload in terms of Teaching-Related Task

| Indicators | Mean | SD | Verbal Interpretation |
|--|------|------|-----------------------|
| As a teacher, | | | |
| 1. I have sufficient time to prepare engaging and effective lessons. | 4.29 | 0.60 | Observed |
| 2. I have adequate time for lesson planning and resource development. | 4.21 | 0.61 | Observed |
| 3. Providing individualized support and feedback to students adds to my workload, but I consider it essential for student success. | 4.34 | 0.60 | Observed |
| 4. Managing classroom behavior and student discipline requires significant time and effort. | 4.57 | 0.55 | Highly Observed |
| 5. I have sufficient time to provide individualized support to students who need extra help. | 4.21 | 0.69 | Observed |
| 6. I have enough time to differentiate instruction to meet the diverse needs of my students. | 4.23 | 0.73 | Observed |
| Overall | 4.31 | 0.63 | Observed |

Legend: 1.0-1.49 (Not at all Practiced); 1.50-2.49 (Slightly Practiced); 2.50-3.49 (Moderately Practiced); 3.50-4.49 (Highly Practiced); 4.50-5.0 (Very Highly Practiced).

With an overall mean of 4.31, the teachers agreed that they regularly experience the teaching-related tasks listed in Table 3. That means they can usually get their work done, such as lesson planning, lesson material preparation, and student support. Out of the rest of the tasks, the task which has the highest mean score of 4.57 is when the teachers assumed that the regulation of the conduct inside the classroom would necessitate a substantial amount of both time and effort. This is in line with the findings of Alozie and Akpan (2020) which stated that addressing student behaviour is among the most arduous aspects of teaching.

In addition, the task of giving feedback and support to individual students received a high score of 4.34, meaning that teachers believe this is an important part of helping students succeed, even

though it adds to their workload. This is like what Darling-Hammond et al. (2017) found: when teachers give personal support, it helps improve student learning. Tasks like lesson planning and modifying instruction to accommodate various learning styles were also evaluated by the respondents. This indicates that, while a significant number of teachers express a reasonable level of confidence in handling these duties, there is still notable inconsistency in their experiences. Some educators exhibit excellent planning abilities and effectively tailor their instruction, showcasing advanced time management skills and pedagogical expertise. Conversely, others may encounter greater challenges with these responsibilities, possibly due to issues such as excessive class sizes, insufficient planning time, or restricted access to teaching resources. This variation underscores the necessity for focused professional development and support frameworks aimed at assisting all educators in enhancing their instructional planning and flexibility, thereby promoting more uniform and equitable educational opportunities for students. According to Toropova, Myrberg, and Johansson (2021), a heavy workload can affect how teachers feel about their job and how well they perform.

Overall, the results show that teachers are doing well in managing their teaching tasks, but they may still need more time and support, especially when it comes to classroom behaviour and giving students personal attention.

Table 2. Perception to Teaching Workload in terms of Administrative Task

| Indicators | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| As a teacher, | | | |
| 1. Administrative tasks such as paperwork and record-keeping consume a significant portion of my time. | 4.40 | 0.59 | Observed |
| 2. Completing administrative forms and paperwork required by the school or district consumes valuable time that could be spent on teaching-related tasks. | 4.37 | 0.61 | Observed |
| 3. Participating in administrative meetings or professional development sessions mandated by the school or district increases my overall workload. | 4.18 | 0.69 | Observed |
| 4. The amount of administrative work is manageable. | 4.09 | 0.70 | Observed |
| Overall | 4.26 | 0.65 | Observed |

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed, 1.50-2.49 Somewhat Observed, 1.00-1.49 Not Observed

With an overall mean of 4.26, teachers agreed that they regularly experience administrative tasks, as shown in Table 2. This indicates that educators frequently engage in responsibilities such as handling paperwork, maintaining records, and attending administrative meetings. Although these activities are vital for the effective functioning of the school, they can consume considerable time and may interfere with lesson planning and direct interaction with students. The weight of administrative tasks can lead to heightened workloads and stress, especially when not paired with sufficient support or effective time management practices. Furthermore, these duties do not always correspond directly with teaching objectives, which can induce frustration among teachers who believe their primary role as instructors is being overshadowed by bureaucratic obligations. Tackling this challenge may require simplifying administrative procedures, incorporating digital solutions to minimize manual workload, and designating specific time for teachers to concentrate on education-related activities. The task of

handling paperwork and record-keeping received the highest mean of 4.40, which suggests that teachers feel this takes up a significant portion of their time. This is in line with the findings of Hendricks and Lawrence (2020), who noted that administrative tasks can take away time that could be used for teaching.

Similarly, the task of completing required forms and paperwork had a mean score of 4.37, indicating that teachers believe this type of work takes time away from more important teaching tasks. Administrative meetings and professional development sessions also received a mean of 4.18, showing that while these sessions are valuable, they add to the overall workload of teachers. Despite these challenges, teachers felt that the amount of administrative work was manageable, with a mean score of 4.09. This suggests that, while administrative tasks are time-consuming, most teachers feel they can handle them.

The relatively low standard deviation (ranging from 0.59 to 0.70) shows that there is general agreement among teachers about their administrative workload, though some may still find it more challenging than others. Overall, the results show that while teachers can manage their administrative tasks, they still find these duties take up a lot of time, which could affect their focus on teaching.

Table 3. Perception to Teaching Workload in terms of Co-curricular responsibilities

| Indicators | Mean | SD | Verbal Interpretation |
|--|------|------|-----------------------|
| As a teacher, | | | |
| I have sufficient time to fulfill my co-curricular responsibilities (e.g., club advising, school events). | 4.15 | 0.61 | Observed |
| My co-curricular responsibilities enhance my skills and abilities. | 4.38 | 0.60 | Observed |
| The school administration has given me a sense of value and support in my work about co-curricular responsibilities. | 4.39 | 0.55 | Observed |
| Participating in extracurricular activities has been acknowledged and appreciated, which encourages me to keep doing so. | 4.32 | 0.58 | Observed |
| Overall | 4.31 | 0.59 | Observed |

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed, 1.50-2.49 Somewhat Observed, 1.00-1.49 Not Observed

With an overall mean of 4.31, teachers agreed that they regularly handle co-curricular responsibilities, as shown in Table 3. This indicates that, in addition to their instructional responsibilities, educators engage in activities such as mentoring student organizations and taking part in school functions, and they typically feel capable of handling these duties. These extracurricular engagements play a significant role in fostering the overall growth of students and enhancing a positive atmosphere within the school community. However, they demand extra time, effort, and dedication beyond standard teaching hours. Although many educators find these roles fulfilling and meaningful, balancing them with academic obligations can prove difficult, particularly when workloads and personal time constraints are already significant. The ability to effectively juggle these responsibilities is often indicative of strong organizational skills and a profound commitment to their profession. Nevertheless, ongoing support from school administration and a cooperative work environment are essential to prevent teacher burnout while they navigate these diverse responsibilities.

The highest mean score of 4.39 was for the statement “The school administration has given me a sense of value and support in my work about co-curricular responsibilities.” This indicates that educators perceive acknowledgment and appreciation from their school administrators, which can enhance both their motivation and overall job satisfaction. Even modest gestures of recognition can profoundly influence a teacher's morale, strengthening their sense of purpose and dedication to their profession. Such positive reinforcement may also lead to improved performance and foster a more supportive educational environment. This supports the findings of Dimbie et al. (2021), who noted that when schools acknowledge teachers' involvement in co-curricular activities, it encourages continued participation and enhances morale.

Teachers also agreed that co-curricular tasks help improve their skills and abilities, as shown by a mean of 4.38. This reflects what Jomud et al. (2021) observed—co-curricular involvement can promote teacher growth and engagement when paired with supportive leadership and time management. The statement “Participating in extracurricular activities has been acknowledged and appreciated” also received a mean score of 4.32, showing that recognition motivates teachers to remain involved.

Lastly, while the mean score of 4.15 shows that teachers believe they have enough time for these duties, it still suggests that some may struggle to balance these with their main teaching tasks. The relatively low standard deviations (0.55–0.61) indicate consistent views among teachers. Overall, the results highlight that teachers are handling their co-curricular responsibilities well, especially when they feel valued and supported and see personal growth from these experiences.

Table 4. Perception to Teaching Workload in terms of Intensity of Work

| Indicators | Mean | SD | Verbal Interpretation |
|--|------|------|-----------------------|
| 1. As a teacher, | | | |
| 2. My capacity to maintain a healthy work-life balance is impacted by the severe workload. | 4.23 | 0.65 | Observed |
| 3. I feel overburdened by the amount of work I have to do. | 4.00 | 0.82 | Observed |
| 4. I frequently have to put in a lot of overtime to meet the expectations of my job. | 4.05 | 0.74 | Observed |
| 5. Completing tasks within my workload and meeting deadlines are quite stressful. | 4.15 | 0.78 | Observed |
| 6. I have set high standard for myself when it comes to my performance. | 4.28 | 0.63 | Observed |
| Overall | 4.14 | 0.72 | Observed |

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed, 1.50-2.49 Somewhat Observed, 1.00-1.49 Not Observed

With an overall mean of 4.14, the results show that teachers experience a noticeable level of work intensity in their daily responsibilities. Many of them feel that the heavy workload affects their time, energy, and ability to balance their professional and personal lives. Although teachers strive to perform well and maintain high standards, this often leads to stress and extended working hours.

According to Jomud et al. (2021), the increasing demands placed on teachers can result in burnout, especially when they work overtime to keep up with expectations. Similarly, Skaalvik and Skaalvik (2020) found that many teachers feel emotionally and physically drained due to constant pressure and a fast-paced work environment. Despite facing various challenges, the feedback indicates

that educators remain dedicated to fulfilling their responsibilities to the best of their abilities. Their perseverance and commitment reveal a profound sense of professional duty and enthusiasm for teaching. However, the ongoing demands related to lesson planning, student evaluations, administrative obligations, and participation in extracurricular activities can result in both physical and emotional fatigue if not managed effectively. This situation emphasizes the necessity of establishing sufficient support systems for teachers, such as minimizing non-teaching duties, providing access to mental health services, offering time management training, and facilitating collaborative planning sessions. Assisting teachers in handling the pressures of their workloads not only fosters their well-being but also improves overall teaching quality and student performance. School administrators and policymakers must acknowledge these requirements and develop strategies that foster a more balanced and sustainable working environment for educators.

Table 5. Summary Table on the Perception to Teaching Workload

| Subscales | Mean | SD | Verbal Interpretation |
|--------------------------------|------|------|-----------------------|
| Teaching-Related Task | 4.31 | 0.63 | Observed |
| Administrative Task | 4.26 | 0.65 | Observed |
| Co-Curricular Responsibilities | 4.31 | 0.59 | Observed |
| Intensity of Work | 4.14 | 0.72 | Observed |
| Overall | 4.26 | 0.65 | Observed |

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed, 1.50-2.49 Somewhat Observed, 1.00-1.49 Not Observed

The summary in Table 5 shows that teachers generally perceive their workload as manageable but demanding, with an overall mean of 4.26, which falls under the category of observed. Among the four identified domains, both teaching-related functions and co-curricular obligations recorded the highest average score of 4.31. This suggests that educators are deeply involved in lesson planning, providing student support, and actively participating in school activities. Such engagement demonstrates a strong dedication not only to educational delivery but also to promoting student growth outside of traditional academic settings. The elevated participation levels in these areas indicate that teachers perceive their roles as comprehensive, addressing both intellectual and socio-emotional dimensions of education. Nonetheless, this dual dedication also signifies a considerable demand on their time and energy. While their proactive involvement is praiseworthy, it underscores the importance of equitable workload management and institutional backing to enable teachers to maintain this level of engagement without jeopardizing their well-being or the quality of instruction. Acknowledging and addressing this balance is essential for sustaining teacher effectiveness and job satisfaction over time. Administrative tasks also received a high score of 4.26, suggesting that paperwork and meetings are a regular part of their workload. The lowest mean score was for work intensity, at 4.14, which still indicates that teachers often experience pressure from deadlines, overtime, and maintaining work-life balance.

These findings reflect what Jomoad et al. (2021) highlighted—that while teachers remain dedicated to their roles, a heavy workload can increase stress and affect performance. Similarly, Besa and Manalo (2022) emphasized the need for schools to provide better time management support and emotional care for teachers, especially when they are juggling multiple responsibilities. Overall, the results show that teachers can manage their duties, but ongoing support is important to help them stay effective and well-balanced.

Table 6. Extent of Time Management Behavior in terms of Self- control

| Indicators | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| <i>As a teacher,</i> | | | |
| 1. I effectively prioritize tasks based on their importance and urgency. | 4.48 | 0.56 | Great Extent |
| 2. I am able to set clear goals and timeframe for completing tasks. | 4.37 | 0.57 | Great Extent |
| 3. I effectively allocate time for planning and preparation to ensure smooth execution of lessons and activities. | 4.37 | 0.58 | Great Extent |
| 4. I am able to resist the temptation of procrastination thus completing my tasks in a timely manner. | 4.28 | 0.63 | Great Extent |
| 5. I regularly review and evaluate my time management strategies to identify areas for improvement. | 4.35 | 0.61 | Great Extent |
| Overall | 4.37 | 0.59 | Great Extent |

Legend: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 1.50-2.49 to Some Extent, 1.00-1.49 Not at All

With a mean score of 4.37, Table 8's results indicate that instructors exhibit a high degree of self-control and time management behavior. This means that teachers are generally able to manage their time well by setting goals, prioritizing tasks, and avoiding distractions such as procrastination. The highest-rated item shows that most teachers are good at identifying which tasks need urgent attention and acting on them effectively. This reflects strong time management skills, which are essential in a demanding profession like teaching.

According to Macan (2020), time management that includes self-control and planning helps reduce stress and improve job performance. Teachers also reported regularly reviewing their time management habits, showing a willingness to improve and adapt. This aligns with the findings of Alghamdi (2022), who explained that self-monitoring and discipline are key traits among teachers who handle their workload efficiently. Overall, these results suggest that most teachers are mindful of how they use their time, which positively affects both their productivity and their ability to manage daily teaching responsibilities.

Table 7. Extent of Time Management Behavior in terms of Self-knowledge

| Indicators | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| <i>As a teacher,</i> | | | |
| 1. I have a clear understanding of my peak productivity hours during the day. | 4.40 | 0.57 | Great Extent |
| 2. I am aware of my strengths and weaknesses when it comes to managing my time effectively. | 4.45 | 0.56 | Great Extent |

| | | | |
|---|------|------|--------------|
| 3. I recognize the types of tasks that I tend to procrastinate on and actively work to address them. | 4.45 | 0.54 | Great Extent |
| 4. I have a good understanding of my long-term goals and priorities, which helps me manage my time accordingly. | 4.46 | 0.53 | Great Extent |
| 5. I am aware of the time-consuming activities or habits that may hinder my productivity, and I actively work to manage them. | 4.41 | 0.58 | Great Extent |
| Overall | 4.43 | 0.56 | Great Extent |

Legend: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent

With an overall mean of 4.43, Table 9 shows that teachers practice time management behavior in terms of self-knowledge to a great extent. This means that teachers have a strong understanding of how they work best, including knowing their most productive hours, their time management strengths and weaknesses, and their long-term goals. This self-awareness helps them plan their time wisely and avoid habits that waste time. These results reflect the findings of Ahmed and Sayed (2022), who emphasized that self-knowledge plays a big role in improving time management and work efficiency. Teachers who are aware of what slows them down are more likely to make changes and become more productive. Likewise, Turan and Demir (2021) found that teachers who clearly understand their personal work styles and priorities are better at managing tasks and meeting deadlines. Overall, the findings suggest that teachers are not only aware of how they use their time, but they are also actively trying to improve it through self-reflection and personal planning.

Table 8. Extent of Time Management Behavior in terms of Decision-making

| Indicators | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| As a teacher, | | | |
| 1. I make timely decisions regarding lesson planning and instructional activities. | 4.37 | 0.58 | Great Extent |
| 2. I consider the potential impact of my decisions on student learning outcomes before taking action. | 4.45 | 0.59 | Great Extent |
| 3. I can make informed decisions based on available data and evidence, rather than relying solely on intuition. | 4.39 | 0.54 | Great Extent |
| 4. I am comfortable making difficult decisions, even in situations with uncertainty or ambiguity. | 4.31 | 0.63 | Great Extent |
| 5. I consider the long-term implications of my decisions on my workload and overall effectiveness as a teacher. | 4.41 | 0.59 | Great Extent |
| Overall | 4.39 | 0.59 | Great Extent |

*Legend: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent
1.50-2.49 to Some Extent, 1.00-1.49 Not at All*

With an overall mean of 4.39, teachers practice time management behavior in terms of decision-making to a great extent, based on Table 10. This means teachers are generally confident and effective

when making decisions about lesson planning, teaching strategies, and managing their workload. They take into account how their choices affect student learning and think about both short-term and long-term impacts. This supports the study of Carvalho and Santos (2021), who stated that teachers who use data and reflect before making decisions are more likely to improve student outcomes and manage their time better. The results also show that teachers are not afraid to make difficult decisions, even when things are uncertain.

According to Kapur (2020), good decision-making skills help reduce time wasted on trial and error, making a teacher's work more organized and productive. Overall, these findings show that teachers apply thoughtful and informed decision-making in their daily tasks, which helps them manage their time more effectively and improve their teaching.

Table 9. Extent of Time Management Behavior in terms of Goal-setting and prioritization

| Indicators | Mean | SD | Verbal Interpretation |
|--|------|------|-----------------------|
| As a teacher, | | | |
| 1. I set clear and achievable goals for my teaching responsibilities. | 4.51 | 0.54 | Very Great Extent |
| 2. I regularly review and update my goals to ensure they align with my teaching objectives and priorities. | 4.44 | 0.54 | Great Extent |
| 3. I prioritize tasks based on their importance and relevance to my instructional objectives. | 4.46 | 0.56 | Great Extent |
| 4. I use specific strategies, such as to-do lists or action plans, to help me stay focused on my goals and priorities. | 4.36 | 0.59 | Great Extent |
| 5. I regularly monitor my progress towards achieving my teaching goals and adjust my actions accordingly. | 4.43 | 0.57 | Great Extent |
| Overall | 4.44 | 0.56 | Great Extent |

Legend: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 1.50-2.49 to Some Extent, 1.00-1.49 Not at All

As shown in Table 9, teachers demonstrate time management behavior in terms of goal-setting and prioritization to a great extent, with an overall mean of 4.44. This suggests that teachers are consistently setting clear goals, prioritizing important tasks, and using helpful strategies like checklists or plans to stay focused. The highest-rated indicator, "setting clear and achievable goals," received a mean of 4.51, which falls under the "Very Great Extent" category—showing that goal-setting is a strong area for most teachers. These findings align with Aydin and Kaya (2021), who emphasized that goal-setting and task prioritization greatly improve teacher performance and reduce time wasted on unimportant tasks. Likewise, Gorgens-Ekermans and Gropp (2020) found that teachers who regularly review their goals and track their progress are more effective in handling workload and achieving teaching success.

The results indicate that teachers not only know what needs to be done but also take the right steps to follow through and adjust when necessary, helping them stay organized and productive in their roles.

Table 10. Summary Table as to the Extent of Time Management Behavior

| Subscales | Mean | SD | Verbal Interpretation |
|---------------------------------|------|------|-----------------------|
| Self-Control | 4.37 | 0.59 | Great Extent |
| Self-Knowledge | 4.43 | 0.56 | Great Extent |
| Decision-Making | 4.39 | 0.59 | Great Extent |
| Goal-Setting and Prioritization | 4.44 | 0.56 | Great Extent |
| Overall | 4.41 | 0.58 | Great Extent |

Legend: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 1.50-2.49 to Some Extent, 1.00-1.49 Not at All

Table 10 presents a summary of the extent to which teachers exhibit time management behaviors across various subscales. The overall mean is 4.41, which indicates that teachers generally practice time management behaviors to a great extent. Among the subscales, goal-setting and prioritization received the highest mean of 4.44, highlighting that teachers are particularly strong in setting clear objectives and organizing their tasks. This aligns with research by Aydin and Kaya (2021), who found that effective goal-setting helps teachers manage their time more efficiently and achieve better results.

Self-knowledge and decision-making also scored high, with means of 4.43 and 4.39, respectively. These results indicate that educators possess a strong awareness of their strengths and weaknesses, as well as their decision-making strategies. This self-awareness empowers them to make informed decisions regarding their teaching duties. Such insight is crucial for professional development, facilitating the reflection on their methods, the pursuit of enhancements, and the ability to adjust to the varied requirements of their students. Furthermore, this awareness aids in more efficient management of time and tasks, leading to improved overall effectiveness.

Self-control scored slightly lower but still reflects strong time management skills with a mean of 4.37, showing that teachers are generally able to resist distractions and maintain focus on their tasks. These results collectively suggest that teachers are highly effective in managing their time, focusing on goals, and making informed decisions to enhance their teaching performance.

Table 11. Level of Teachers' Performance in terms of Training

| Indicators | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| <i>As a teacher,</i> | | | |
| 1. I actively seek out training opportunities to enhance my teaching skills. | 4.36 | 0.58 | Very Satisfactory |
| 2. I Effectively apply the knowledge and skills gained from training sessions in my teaching practices. | 4.43 | 0.54 | Very Satisfactory |
| 3. I am proactive in implementing new teaching methods or strategies learned during training sessions. | 4.41 | 0.57 | Very Satisfactory |
| 4. I regularly reflect on my teaching practices and seek ways to improve through training and professional development. | 4.39 | 0.58 | Very Satisfactory |
| 5. I feel confident in my ability to integrate technology effectively into my teaching method after attending | 4.35 | 0.56 | Very Satisfactory |

relevant training sessions.

| | | | |
|---------|------|------|-------------------|
| Overall | 4.39 | 0.56 | Very Satisfactory |
|---------|------|------|-------------------|

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory 1.50-2.49 to Unsatisfactory , 1.00-1.49 Needs Improvement

Table 13 shows that teachers perform at a very satisfactory level when it comes to training, with an overall mean of 4.39. This suggests that teachers are eager to attend training sessions and are able to apply what they learn in their classroom practices. The highest-rated item was about applying knowledge from training, which means that teachers are not only attending professional development activities but also making sure the new strategies are used to improve student learning. This supports the findings of Zhou and Brown (2022), who explained that when teachers apply what they learn from training, it helps improve both instruction and student outcomes.

Teachers also scored well on reflecting on their teaching and seeking improvement, showing that they take professional growth seriously. Confidence in using technology after training also received a high score, which is important in today's tech-integrated classrooms. This is consistent with Flores and Gago (2020), who highlighted that training focused on digital skills helps teachers feel more equipped and confident. Overall, the results show that teachers are committed to improving their performance through continuous learning and development.

Table 12. Level of Teachers' Performance in terms of Work Motivation

| Indicators | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| As a teacher, | | | |
| 1.I am enthusiastic about my role as a teacher and the impact I can make on students' lives. | 4.46 | 0.56 | Very Satisfactory |
| 2.I am intrinsically motivated to continually enhance my teaching practices to further improve my student outcomes. | 4.48 | 0.59 | Very Satisfactory |
| 3.I am committed to fostering a positive learning environment for my students, regardless of challenges. | 4.40 | 0.54 | Very Satisfactory |
| 4.I am driven by a desire to make a positive impact on the lives of my students, both academically and personally. | 4.47 | 0.56 | Very Satisfactory |
| 5.I am enthusiastic about my role as a teacher and the impact I can make on students' lives. | 4.45 | 0.56 | Very Satisfactory |
| Overall | 4.46 | 0.56 | Very Satisfactory |

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory 1.50-2.49 to Unsatisfactory , 1.00-1.49 Needs Improvement

With an overall mean of 4.46, table 12 shows that teachers have a very satisfactory level of performance in terms of work motivation. This indicates that educators possess a strong motivation and deep enthusiasm for their vocation. They exhibit a genuine commitment to facilitating student achievement on both academic and personal levels. This inherent drive not only promotes steady performance but also cultivates a supportive and inspiring learning atmosphere for students. Such passion plays a crucial role in maintaining teacher resilience in the face of professional challenges. The

highest-rated statement was about being motivated to improve teaching practices to support student outcomes. This aligns with the study of Skaalvik and Skaalvik (2020), who found that motivated teachers are more likely to stay committed to their profession and perform better in the classroom. Teachers also showed strong dedication to creating a positive learning environment, which is essential in supporting student development. According to De Jesus and Lens (2021), motivation plays a major role in how teachers cope with challenges and continue to inspire their students. Overall, the results show that teachers are not only doing their job—they are doing it with heart and purpose.

Table 13. Level of Teachers' Performance in terms of Instructional Competence

| Indicators | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| As a teacher, | | | |
| 1. I effectively communicate learning objectives and expectations to my students. | 4.42 | 0.55 | Very Satisfactory |
| 2. I employ a variety of instructional strategies to accommodate different learning styles and abilities among my students. | 4.34 | 0.53 | Very Satisfactory |
| 3. I effectively manage classroom activities and transitions to maximize instructional time and student engagement. | 4.39 | 0.58 | Very Satisfactory |
| 4. I integrate technology appropriately to enhance teaching and learning experiences for my students. | 4.43 | 0.54 | Very Satisfactory |
| 5. I create a positive and inclusive learning environment where all students feel valued and supported in their learning journey. | 4.49 | 0.54 | Very Satisfactory |
| Overall | 4.41 | 0.55 | Very Satisfactory |

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory, 1.50-2.49 to Unsatisfactory, 1.00-1.49 Needs Improvement

Table 13 shows that teachers perform at a very satisfactory level in terms of instructional competence, with an overall mean of 4.41. This indicates that educators possess a strong motivation and deep enthusiasm for their vocation. They exhibit a genuine commitment to facilitating student achievement on both academic and personal levels. This inherent drive not only promotes steady performance but also cultivates a supportive and inspiring learning atmosphere for students. Such passion plays a crucial role in maintaining teacher resilience in the face of professional challenges. The statement that received the highest rating emphasized the importance of fostering a positive and inclusive learning atmosphere. This underscores the dedication teachers have to ensuring that every student feels welcomed and supported. It reflects their commitment to equity and respect within the classroom, guaranteeing that all learners, irrespective of their backgrounds or abilities, are recognized and motivated to engage actively. A supportive environment not only enhances academic achievement but also bolsters students' emotional and social health, leading to a more impactful and enriching educational journey. This supports the findings of Darling-Hammond et al. (2020), who emphasized that a strong classroom climate helps improve student engagement and learning. Teachers also showed they are comfortable using technology to support teaching, which is important in today's digital world. According to Ally and Wark (2021), the use of digital tools can improve the quality of instruction when used properly. Educators are at ease utilizing technology to enhance learning, which is essential in the

current digital environment.

Table 14. Level of Teachers' Performance in terms of Classroom Leadership

| Indicators | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| As a teacher, | | | |
| 1.I establish clear expectations for behaviour and academic performance in my classroom. | 4.43 | 0.55 | Very Satisfactory |
| 2.I maintain a positive classroom environment that fosters student engagement and collaboration. | 4.51 | 0.52 | Outstanding |
| 3.I demonstrate effective classroom management skills to address disruptions and maintain a productive learning atmosphere. | 4.44 | 0.54 | Very Satisfactory |
| 4.I establish a positive relationship with my students based on trust, respect, and empathy. | 4.56 | 0.51 | Outstanding |
| 5.I promote inclusivity and celebrate diversity within the classroom, ensuring that all students feel valued and respected. | 4.52 | 0.56 | Outstanding |
| Overall | 4.49 | 0.54 | Very Satisfactory |

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory, 1.50-2.49 to Unsatisfactory, 1.00-1.49 Needs Improvement

Table 14 shows that teachers have a very satisfactory level of performance when it comes to classroom leadership, with an overall mean of 4.49. This means that teachers are effective in leading their classrooms, setting clear rules, and maintaining a good learning environment. Some indicators even received an "Outstanding" rating, especially in promoting inclusivity and building positive relationships with students. This suggests that teachers value respect, empathy, and making sure every student feels included and supported. These results match with the study of Eller et al. (2020), which showed that strong teacher-student relationships lead to better classroom behaviour and academic performance. Maintaining a positive and engaging classroom environment also reflects what McDonald (2021) highlighted—that effective classroom leadership encourages students to participate and learn more actively. Overall, the findings indicate that educators are highly effective in overseeing their classrooms and establishing an environment conducive to student development and safety. This underscores their adept classroom management abilities, compassion, and commitment to nurturing a supportive educational setting. Such atmospheres are vital for promoting student involvement and success, as they facilitate risk-taking, teamwork, and constructive behaviour. The teachers' skill in sustaining this equilibrium showcases their professionalism and profound insight into the needs of their students.

Table 15. Level of Teachers' Performance in terms of Self-efficacy

| Indicators | Mean | SD | Verbal Interpretation |
|--|------|------|-----------------------|
| As a teacher, | | | |
| 1. I am confident in my ability to maintain discipline in the classroom. | 4.44 | 0.57 | Very Satisfactory |
| 2. I can handle disruptive behaviour effectively. | 4.37 | 0.60 | Very Satisfactory |
| 3. I am able to establish clear rules and | 4.47 | 0.55 | Very Satisfactory |

| | | | | |
|---|--|------|------|-------------------|
| | expectations for managing student behaviour. | | | |
| 4. | I am confident in encouraging students to participate in class discussions. | 4.55 | 0.54 | Outstanding |
| 5. | I am able to keep students focused during discussions and engaged during activities. | 4.49 | 0.58 | Very Satisfactory |
| Overall | | 4.46 | 0.57 | Very Satisfactory |
| <i>Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory 1.50-2.49 to Unsatisfactory, 1.00-1.49 Needs Improvement</i> | | | | |

Table 15 shows that teachers demonstrate a very satisfactory level of self-efficacy, with an overall mean of 4.46. This suggests that educators possess a strong sense of assurance in their capacity to handle classroom conduct, stimulate involvement, and maintain student engagement. The aspect rated highest—confidence in facilitating student participation—achieved an impressive score of 4.55, underscoring that teachers feel capable of encouraging students to actively engage in class discussions. Such confidence is essential for establishing vibrant and interactive learning environments where students feel appreciated and motivated to contribute. This dynamic not only enhances their understanding but also cultivates critical thinking skills. Furthermore, it demonstrates teachers' proficiency in nurturing a positive classroom atmosphere that fosters student expression and collaboration. These results support the findings of Tschannen-Moran and Hoy (2020), who emphasized that teachers with strong self-efficacy are more likely to create engaging learning environments and handle classroom challenges effectively.

Moreover, Putwain et al. (2021) highlighted that teachers with high self-efficacy can better manage stress and maintain student attention, which aligns with how teachers in this study rated their ability to keep students focused. Overall, the results indicate that educators possess a strong sense of assurance in their classroom management and teaching skills, which significantly enhances their overall effectiveness in the classroom. This self-assurance not only allows them to establish organized and stimulating learning spaces but also equips them to address the varied needs of their students effectively. Consequently, teachers are able to uphold discipline, present lessons clearly, and encourage active student involvement—all crucial elements for attaining positive learning outcomes.

Table 16. Summary Table on the Level of Teachers' Performance

| Subscales | Mean | SD | Verbal Interpretation |
|---|------|------|-----------------------|
| Training | 4.39 | 0.56 | Very Satisfactory |
| Work Motivation | 4.45 | 0.56 | Very Satisfactory |
| Instructional Competence | 4.41 | 0.55 | Very Satisfactory |
| Classroom Leadership | 4.49 | 0.54 | Very Satisfactory |
| Self-Efficacy | 4.46 | 0.57 | Very Satisfactory |
| Overall | 4.44 | 0.56 | Very Satisfactory |
| <i>Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory 1.50-2.49 to Unsatisfactory, 1.00-1.49 Needs Improvement</i> | | | |

Table 16 presents a summary of teachers' performance levels across different subscales, with an

overall mean of 4.44, indicating a very satisfactory level of performance. Among all domains, Classroom Leadership had the highest mean (4.49), closely followed by Self-Efficacy (4.46) and Work Motivation (4.45), suggesting that teachers excel in creating positive learning environments and maintaining confidence in their teaching abilities. This aligns with the findings of Collie et al. (2020), who highlighted that motivated and self-efficacious teachers are more likely to demonstrate effective instructional strategies and leadership behaviours that enhance student learning. Likewise, Day and Gu (2021) noted that ongoing professional development and training play a crucial role in boosting teacher performance, which resonates with the observed high rating for training (4.39).

However, one major challenge in measuring performance was the lack of a standardized tool that holistically captures these dimensions within the context of Philippine public elementary schools. This required the researcher to develop and validate a custom instrument, guided by literature and expert judgment. Another difficulty involved the subjectivity of self-assessment, which may introduce bias due to social desirability or personal interpretation of performance. Despite these limitations, the instrument provided meaningful insights into the professional capacities of teachers, as reflected in the consistently high ratings across all performance indicators. Overall, the data support the idea that teachers in this study consistently perform at a strong level across key professional areas.

Table 17. Significant Relationship between Teaching Workload and Time Management Behaviour

| Teaching Workload | Time Management Behavior | | | |
|--------------------------------|--------------------------|----------------|-----------------|---------------------------------|
| | Self-Control | Self-Knowledge | Decision-Making | Goal-Setting and Prioritization |
| Teaching-Related Task | 0.603** | 0.464** | 0.515** | 0.568** |
| Administrative Task | 0.547** | 0.580** | 0.592** | 0.597** |
| Co-Curricular Responsibilities | 0.668** | 0.575** | 0.631** | 0.631** |
| Intensity of Work | 0.462** | 0.528** | 0.456** | 0.506** |

***.* Correlation is significant at the 0.01 level (2-tailed).

With all associations attaining significance at the 0.01 level, Table 17 reveals a notable positive link between teaching load and time management behaviour. Co-curricular duties showed the closest link with self-control and decision-making, suggesting that when teachers juggle many obligations, their capacity to control their time and make wise choices becomes more vital. However, a closer examination of the demographic profile found that a significant percentage of respondents had more than ten years of teaching experience. This supports the inference that more experienced teachers generally exhibited stronger time management behaviours due to their exposure to a variety of tasks and institutional expectations over time. In contrast, newly hired teachers, though fewer in number, may still be developing these competencies. This observation aligns with the Job Demands-Resources Model, which suggests that time management improves as teachers gain more experience and develop adaptive strategies. These findings imply that although all teachers mostly demonstrate time management, those with longer service are likely better at goal-setting, prioritization, and decision-making, having learned to balance instructional and administrative demands more effectively.

This result supports Yuan & Zhang's (2021) emphasis on how effectively one can manage time helps to offset the pressures of demanding responsibilities in teaching settings. Administrative duties and teaching-related activities also showed some correlation with time management areas, implying that teachers who manage these effectively are more likely to show improved self-knowledge

and goal prioritization. These results are consistent with Macan et al. (2020), who observed that teachers with good time management abilities tend to plan their work and lower task-related stress better.

Table 18. Significant Relationship between Time Management Behaviour and Teachers' Performance

| Time Management Behavior | Teachers' Performance | | | | |
|---------------------------------|-----------------------|-----------------|--------------------------|----------------------|---------------|
| | Training | Work Motivation | Instructional Competence | Classroom Leadership | Self-Efficacy |
| Self-Control | 0.733** | 0.664** | 0.748** | 0.742** | 0.721** |
| Self-Knowledge | 0.710** | 0.618** | 0.721** | 0.678** | 0.727** |
| Decision-Making | 0.660** | 0.626** | 0.679** | 0.679** | 0.712** |
| Goal-Setting and Prioritization | 0.686** | 0.642** | 0.760** | 0.749** | 0.786** |

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 18 reveals a significant positive association between time management behavior and teacher effectiveness, with all correlations statistically significant at the 0.01 level. The strongest link is found between goal-setting and prioritization and self-efficacy ($r = 0.786$), followed by instructional competency ($r = 0.760$) and classroom leadership ($r = 0.749$). These findings imply that when instructors have defined goals and understand how to prioritize their work, they perform better in critical areas, particularly in leading the classroom and providing quality education. This is consistent with Alghamdi's (2022) research, which found that time management based on clear goal setting increases teacher confidence and instructional efficacy. Other time management aspects, such as self-control and self-awareness, have a high positive link with training and self-efficacy. This suggests that instructors who are self-aware and have control over their time are more likely to actively participate in professional development and use what they learn.

When analyzing this relationship, differences in school resources and administrative support were acknowledged as potential influencing factors. Although the study did not include specific variables to quantitatively measure these school-level differences, their impact was considered through the lens of the Job Demands-Resources (JD-R) Model. This model emphasizes that access to job resources—like supportive leadership, adequate teaching materials, and manageable workloads—can enhance the positive effects of time management on performance.

To account for variations, the researcher ensured diversity in school representation within the sample by including teachers from multiple schools across the Sariaya West District. This helped ensure that insights reflected a range of contexts, including schools with differing resource availability and administrative support.

Additionally, the interpretation of the results acknowledged that even with strong time management behavior, performance outcomes can still be constrained or enhanced by institutional conditions. Thus, while time management plays a crucial mediating role, equitable access to supportive environments remains essential for maximizing teacher effectiveness. Turan and Demir (2021) argue that teachers who manage their time effectively through contemplation and rigorous planning are more efficient, motivated, and effective in addressing classroom obligations. Overall, the findings indicate that time management is an important element determining teacher performance in a variety of domains.

Table 19. Significant Relationship between Teaching Workload and Teachers' Performance

| Teaching Workload | Teachers' Performance | | | | |
|--------------------------------|-----------------------|-----------------|--------------------------|----------------------|---------------|
| | Training | Work Motivation | Instructional Competence | Classroom Leadership | Self-Efficacy |
| Teaching-Related Task | 0.542** | 0.480** | 0.600** | 0.526** | 0.517** |
| Administrative Task | 0.499** | 0.383** | 0.532** | 0.545** | 0.587** |
| Co-Curricular Responsibilities | 0.616** | 0.595** | 0.670** | 0.683** | 0.591** |
| Intensity of Work | 0.474** | 0.302** | 0.445** | 0.418** | 0.488** |

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 19 reveals a significant positive link between instructional workload and instructors' performance across all performance variables. Co-curricular obligations had the greatest relationships of any subscale, notably with instructional competency (0.670) and classroom leadership (0.683). This means that participation in co-curricular activities may improve instructional and leadership qualities by giving broader experiences in student connection and engagement, which is consistent with current research emphasizing the importance of experiential teaching approaches (Cansoy, 2019).

Teaching-related tasks and administrative responsibilities also showed moderate to high relationships with training, self-efficacy, and classroom leadership, showing their importance in promoting instructional and professional growth when properly balanced. These findings suggest that while administrative duties are often perceived as burdensome, they can serve as opportunities for skill enhancement, organizational learning, and leadership development when teachers are given adequate training and support. For instance, tasks such as preparing reports, managing learning resources, and participating in school planning processes can enhance a teacher's sense of accountability, strategic thinking, and professional confidence. Moreover, when educators feel efficacious in handling both instructional and non-instructional duties, they are more likely to exhibit proactive classroom leadership, foster a positive learning environment, and serve as role models to peers. Therefore, the integration of targeted professional development programs that address both teaching and administrative competencies can lead to more empowered and effective educators. This balance ultimately contributes to better student outcomes and a stronger school culture.

In contrast, work intensity produced the lowest correlation values, particularly with work motivation (0.302), implying that an excessive workload may lead to decreased enthusiasm and job satisfaction, consistent with research highlighting the negative effects of high job demands on teacher motivation (Skaalvik & Skaalvik, 2020).

Table 20. Significant Mediation of Time Management Behavior on Teaching Workload and Teachers' Performance

| Mediation Analysis | Estimate | SE | 95% Confidence Interval | | Z | p |
|--------------------|----------|----|-------------------------|-------|---|---|
| | | | Lower | Upper | | |

Effect

| | | | | | | |
|----------|-------|-------|-------|-------|--------|-------|
| Indirect | 0.556 | 0.061 | 0.437 | 0.676 | 9.120 | <.001 |
| Direct | 0.156 | 0.061 | 0.036 | 0.276 | 2.550 | 0.011 |
| Total | 0.712 | 0.057 | 0.600 | 0.824 | 12.460 | <.001 |

| | | | | | | |
|----------------------|-------|-------|-------|-------|--------|-------|
| Path Estimate | | | | | | |
| Workload→Time Mgt | 0.778 | 0.056 | 0.667 | 0.888 | 13.820 | <.001 |
| Time Mgt→Performance | 0.715 | 0.059 | 0.600 | 0.830 | 12.150 | <.001 |
| Workload→Performance | 0.156 | 0.061 | 0.036 | 0.276 | 2.550 | 0.011 |

Table 20 shows the mediation analysis on the effect of time management in the relationship between teachers' workload and performance. The indirect effect is 0.556, which is statistically significant ($p < .001$), with a confidence interval not crossing zero (CI: 0.437 to 0.676). This suggests that Time Management significantly mediates the relationship between workload and performance. The direct effect is **0.156** and is also statistically significant ($p = .011$). Even after accounting for time management, workload still directly impacts performance, though to a lesser extent. The total effect is 0.712, significant at $p < .001$, showing the overall strong relationship from workload to performance. This supports the findings of Burić and Macuka (2019), who noted that a heavier workload can foster goal-oriented behaviour and strategic planning among teachers under certain organizational and motivational contexts.

Time Management Behaviour partially mediates the workload and teacher performance relationship. The stronger part of the effect of workload on performance is indirect, via time management. Improving teachers' time management skills can buffer the adverse effects of high workload and enhance performance. This finding aligns with recent studies emphasizing the crucial role of time management in coping with professional demands. For instance, Macan et al. (2021) highlight that teachers with well-developed time management skills are better able to prioritize instructional tasks, thereby enhancing their performance despite high workloads. Similarly, Alvarez-Gonzalez et al. (2020) found that effective time management educators exhibit higher levels of self-efficacy and job satisfaction, essential components of professional performance.

This study shows how important time management is for teachers, especially when handling a lot of work. Even when the workload is heavy, teachers who know how to manage their time well can still perform effectively because effective time management allows them to prioritize tasks, allocate resources wisely, and maintain focus on their most important responsibilities. A heavy workload often comes with numerous demands—lesson planning, grading, meetings, student support, and administrative tasks—which can easily overwhelm educators. However, teachers skilled in time management can break down these responsibilities into manageable segments, set realistic deadlines, and avoid procrastination.

By organizing their day efficiently, they create a structured routine that helps minimize distractions and reduce stress. This not only improves productivity but also allows them to dedicate quality time to both teaching and personal well-being, which is critical for sustaining performance over

time. Furthermore, good time management enables teachers to be flexible and responsive to unexpected challenges without sacrificing the overall quality of their work. In essence, even under heavy workload conditions, a teacher's ability to plan, set priorities, and maintain discipline in time use is key to maintaining high performance, ensuring that their students continue to receive effective instruction and support. This supports other studies that good time management helps teachers stay motivated, confident, and productive (Tziner et al., 2022; Alvarez-Gonzalez et al., 2020).

Schools should look beyond simply cutting down on workload and focus on equipping teachers with the skills to handle it. They should also help teachers build strong time management skills. This can be done through training, mentoring, and support programs that teach prioritizing tasks and staying organized.

By doing both—managing workload and strengthening time management—schools can help teachers handle stress better, stay effective in the classroom, and feel more satisfied and balanced in their roles. In the long run, this can lead to better learning outcomes and a healthier teaching environment.

2.Recommendations

Considering the findings and conclusions of the study, the following recommendations are offered to the schools so that they may consider designing and delivering professional development programs that strengthen teachers' time management skills. These may include workshops on self-control, self-knowledge, effective decision-making, and practical goal-setting techniques tailored to the needs of elementary school teachers. Given the significant mediating role of time management behaviour, school improvement plans (SIPs) and individual performance commitment and review forms (IPCRFs) should incorporate time management-related competencies. It can ensure strategic alignment between time use and teaching effectiveness. Since co-curricular responsibilities show a strong correlation with time management behaviour, schools should offer adequate support and resources to manage these tasks effectively without compromising instructional duties.

Furthermore, future researchers are encouraged to explore additional mediating or moderating factors such as organizational support, emotional intelligence, or stress management to gain a more comprehensive understanding of the relationship between workload, time management, and performance. It is also recommended to expand the study's scope to include different school districts or educational levels to obtain deeper insights. Incorporating qualitative methods like interviews or focus groups could offer richer, more detailed perspectives. Moreover, extending the research to other districts or secondary schools would allow for valuable comparative analyses.

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