

# Resources and Time Management of School Heads to Welfare and Development of the Teachers

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## Abstract

The study aimed to determine the relationship between the resources and time management of school heads to welfare and development of the teachers.

The descriptive-correlational design which involved the participation of the teacher-respondents from public elementary schools in Tiaong II District. It was used to provide systematic description that is as factual and accurate as possible which in turn to the formulation of conclusions and recommendations of the study.

The respondents of the study were one hundred fifty (150) public teachers from public elementary school. The researcher used the simple random sampling in the selection of the respondents. The main instrument of this study is a survey questionnaire that has connection to the variables of the study.

Study also revealed that resources and time management of the school heads are significantly related to welfare and development of the teachers. Teacher-respondents are fully aware of the management of school heads to all school resources and time, thus, this improved the welfare and development of the teachers in terms of benefits, continuing education ability coaching and training, and, motivation and incentives.

Study proved that: there is significant relationship between resources and time management and welfare and development of the teachers.

The study recommends good management of school heads in resources and time. School heads must continue to influence teachers by being a good leader in school through performing the duties assigned to them.

The result of this study may be utilized as reference materials in further research associated to this study.

*Keywords: Resources, Time Management, Welfare and Development*

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Management is the ability to effectively manage all resources to achieve organizational goals. This is designed to build an effective and consistent approach to management practices throughout the successful management of human, material and financial resources.

Time management involves taking conscious control over the amount of time spent on specific activities. It is also the exercised to increase productivity, effectiveness, efficiency as well as effective scheduling of time.

For many years the management of school resources and time management by the school heads have been concern by the Department of Education. School heads are considered as the leaders of the school. Leaders play vital roles in a way of managing the school. School head's duties is very heavy but they are able also to become partners of teachers in educating students. Additionally, each school leader has his own unique approach to carrying out responsibilities.

This paper examined the influence of school head's management on resources and time management to welfare and development of the teachers. The study revealed that the effective and efficient management of school heads help improve the performance of the teachers personally and professionally.

Based from the findings of the study, the school heads are accountable and responsible in using the available resources and time in an effective and efficient ways that support and help teachers to be well-rounded educators by enhancing their capabilities, improving their skills and promoting a life-long learning. Thus, school heads inspired and motivated teachers to deal with works with positive approach towards heads, colleagues and students. Teachers are passionate, dedicated, knowledgeable, loving, caring and responsible that is why they are always motivated to teach and work. Their hard work is truly rewarded of different incentives and benefits.

## **Background of the Study**

In relation to school head's management and the standards that a school is attempting to achieve quality education is the main goal that every school must fulfill. Therefore, in its implementation, is does not only need technical skills but also to understand the aspects that influence it (Supratikno, 2016).

Public elementary teachers in Tiaong II District view that the success of the school is on the hand of them with the supervision and direction of the school heads. That is why in every action a wise decision is important and it will happen through the management of a good leader together the colleagues. Knowing that problems somehow experience in school due to some reasons like lack of classrooms, insufficient teaching/learning supplies, improper use of funds, work load differences, lack of time, poor communication, indiscipline attitude towards colleagues and dissatisfaction of teachers on their promotions the researcher conducted this study is to find out how the school heads should manage the resources and time that improve teachers' welfare and development.

The thirteen (13) schools in Tiaong II District had school leader who is the mindful individual for the effective general management of all activities and for guaranteeing the success of academic initiative, clear mission and vision, and for the nature of the teachers and student's experiences. The school head is playing an important part in the execution of instructive change and improvement of all the available resources in school as well as the efficient and effective use of time.

One of the school head characteristics is the ability to manage resources to achieve the school objectives and goals. The school head management in terms of human resource is the ability to encourage teachers to join in different seminars, professional trainings, continue education and give technical assistance for both teachers and students' improvement and progress. In terms of material resource, a school head has the ability to manage school physical facilities and instructional materials for teaching and learning process. And in terms of financial resource, a school head has the ability to use the budget appropriate to its project, proposal and activities with accurate financial statement. This quality of school head is one of the basic factors

influencing quality teaching and learning in educational system.

As given emphasis on this study, time management is viewed as an ability that ought to be mastered by every one of the people at all levels and in varying backgrounds. Good time management implies choosing what an individual needs to accomplish throughout everyday life and how he ought to set up approaches to achieve desires and objectives. Suitable time management includes less pressure and pressing factor, expanded diversion, greater satisfaction and achievement (Kapur 2018).

Time management is the art and science of managing time to its most effective and efficient way based on its importance. It has something to do with managing people and giving of time for technical assistance, coaching, mentoring and supervision for teachers' individual growth and professional development. There are five vital parameters for time management namely; goal setting, prioritization, managing interruptions, procrastination and scheduling. Proper time management help people perform better with aspiration and desires.

All school personnel are also expected to manage their time to perform their duties well. Management of resources and time have a big impact to the development of process and tools that increase the efficiency and productivity of the quality of work of both school heads and teachers.

All school heads ought to comprehend and apply various attributes of educational effectiveness to the school management system in order to offer good service to public and quality learning to young individuals.

## **Theoretical/Conceptual Framework**

International Journal of Social Sciences, Humanities and Education conducted a study on management as analysis to school heads' managerial competencies for effective management of school resources in schools. This study is mainly anchor on the management skills of school heads of (Nwune, et al., 2016), it is further directed to the management as the arrangement of available human, material and financial resources for the achievement of desired aims and objectives of the school. It is the effective and efficient use of available resources which focus on achieving goals.

In school the school heads should strive to acquire the skills in the management of the following resources (1) human; involving teachers in decision making, organizing seminars, workshops for professional advancement, and providing incentives (2) material; for physical and instructional devices, provision of ICT integration and equipping classrooms with needed furniture, and in prioritizing (3) financial; for the allocation of budget according to school needs, keeping accurate financial information, ensuring accountability in all school expenditures.

Upon reading different studies according to Ugwulashi 2011 as cited by Mendoza 2015, time management is the most crucial resource to be considered in the performance of any activity. Time determines the imperativeness of any resources in accomplishing school set out objectives and goals. This study also supported by Dr. S. Gayathry (2020) that time is valuable resources that cannot be replenished. Time management helps one to gain control of what they want to achieve at the same time it also helps them to keep stress at the minimum level. According to his study there are five vital elements of time management namely; Goal setting, prioritization, managing interruptions, procrastination and scheduling.

With proper time management in place, one can work in focused. It helps the staff to work smarter on things that have the highest priority.

Time Management theory that is exceptionally famous was that of Abraham Harold Maslow, an American psychology research educator. He shows the significance of coordinating with time management with our different necessities as individuals, and incorporating everything into a nourishing and healthy complex.

All resources in school have a big impact to the development of process and tools that increase the efficiency and productivity of the quality of work of both school heads and teachers. Obviously, the effective

managerial competencies of the school head in all resources influence the welfare and development of the teachers. That is why this study is also link to the welfare and development of teachers in terms of benefits, continuing education, ability coaching/training and motivation and incentives of (Matundan, 2020). It discussed that for teachers to maintain excellent performance and received achievements their school heads should guide and help them towards their personal and professional growth, development and success.

If teachers are mutually committed to their profession and school head are meeting their various needs, school welfare programs will have a favorable impact on teachers' performance. This argument is in support of Vroom's Expectancy Theory as the theoretical lens for the study. This theory deals on achieving goals that promotes that the ideas should lead to increase the level of performance of staffs wherein the desired outcomes are achieved.

Naluwemba (2016), welfare assistance arrangement is fundamental in deciding the accomplishment of any school since it is one of the foundations of motivation of school staff. For school heads to deal with the performance of teachers, it is basic to give a research study to feature how welfare issues could be better in putting inside school the progress as drivers of performance.

This presents the summary of readings on the significance and relationship of the subject under the study. Such reading provides insights serving as frames of references that help to conceptualize the study.

**Table 1.** Summary of Table on the Perception of the Respondents on Resources Management

| Resources Management | Mean        | SD          | VI               |
|----------------------|-------------|-------------|------------------|
| Human Resources      | 4.47        | 0.55        | Competent        |
| Material Resources   | 4.35        | 0.63        | Competent        |
| Financial Resources  | 4.35        | 0.60        | Competent        |
| <b>Overall</b>       | <b>4.39</b> | <b>0.59</b> | <b>Competent</b> |

Legend: 4.5-5.00 -Highly Competent, 3.5-4.49 -Competent, 2.5-3.49 -Moderately Competent, 1.5-2.49 -Slightly Competent, 1.0-1.49 -Incompetent

It is presented in the table 1 that the school heads were observed to be competent to possess the resources management. School heads are competent in human, material and financial resources. It reveals that the school heads had a good leadership in the supervision and direction of all activities inside the school. Similarly, this is the result of proper used and utilization of all available resources that support the needs of teachers to give quality service to students. It is a way toward the success of teaching-learning process and school organization.

**Table 2.** Summary of Table on the Perception of the Respondents on Time Management

| Time Management        | Mean        | SD          | VI               |
|------------------------|-------------|-------------|------------------|
| Goal Setting           | 4.37        | 0.62        | Competent        |
| Prioritization         | 4.38        | 0.62        | Competent        |
| Managing Interruptions | 4.41        | 0.62        | Competent        |
| Procrastination        | 4.36        | 0.64        | Competent        |
| Scheduling             | 4.36        | 0.68        | Competent        |
| <b>Overall</b>         | <b>4.38</b> | <b>0.64</b> | <b>Competent</b> |

Legend: 4.5-5.00 -Highly Competent, 3.5-4.49 -Competent, 2.5-3.49 -Moderately Competent, 1.5-2.49 -Slightly Competent, 1.0-1.49 -Incompetent

As gleaned in table 2 the overall mean is 4.38 with standard deviation of 0.64 implies that the school heads are competent in managing time in terms of goal setting, prioritization, managing interruptions, procrastination and scheduling wherein they could be able to set plans of activities, use timetable, prioritize that tasks in order or importance, handle difficulties, and could be able to deal with the environment of work focusing on a single task at a time that creates a good foundation of commitment to duties and responsibilities. Both school heads and teachers are aware to the importance of time.

**Table 3.** Relationship Between Resources Management of School Heads and Welfare and Development of the Teachers

| Resource Management | Welfare and Development |                      |                               |                           |
|---------------------|-------------------------|----------------------|-------------------------------|---------------------------|
|                     | Benefits                | Continuing Education | Ability Coaching and Training | Motivation and Incentives |
| Human Resource      | .467**                  | .675**               | .593**                        | .634**                    |
| Material Resource   | .478**                  | .721**               | .609**                        | .636**                    |
| Financial Resource  | .504**                  | .797**               | .647**                        | .735**                    |

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

This table 3 presented the test of relationship between resource management and welfare and development of the teachers. It can be garnered from the table above, that the variables under resource management which include human resources, material resources and financial resources were found significantly related to the welfare and development of the teachers in terms of benefits, continuing education, ability coaching and training and motivation and incentives.

The variables under resource management such as human resource with ( $r=.467^{**}$ ), material resource with ( $r=.478^{**}$ ) and financial resource with ( $r=.504^{**}$ ) has significant relationship to benefits. This implies that the school heads did their roles on helping teachers be promoted and received the right benefits.

However the ( $r=.675^{**}$ ) of human resource, ( $r=.721^{**}$ ) of material resource and ( $r=.797^{**}$ ) of financial resource has significant relationship to continuing education. The result further revealed that the school heads were capable on encouraging teachers to pursue graduate studies. School heads always communicate to teachers to inform them about new trends or innovation that will help them grow as professional teachers. As Matundan (2020) cited Continuing Education offers teachers a chance to foster professional growth. This keeps teachers connected with on the grounds that they feel like they are accepting the expert assistance they should be better educators. All things considered, professional development supports the skills of teachers who seek to take on instructive administrative roles, and teachers should gain from other experienced leaders to become effective future leaders themselves.

In line with this, the indicators under resources of human with ( $r=.593^{**}$ ), material with ( $r=.609^{**}$ ) and financial with ( $r=.647^{**}$ ) has significant relationship to ability coaching and training. From the data gathered, school heads organized seminars and trainings and helped teachers provide the needed materials by allocating budget to different activities like LAC session, GAD, INSET and etc.

Nonetheless, human with ( $r=.634^{**}$ ), material with ( $r=.636^{**}$ ) and financial with ( $r=.735^{**}$ ) has significant relationship to welfare and development of teachers in terms of motivation and incentives. This signifies that the school heads gave time to provide incentives or rewards to teachers to improve their work performance. They also provide teaching materials for teachers like photocopier, printer, laptop at the same time allocating budget to maintain well-lighted and ventilated classrooms that are considered conducive to teaching-learning process.

It was supported that the unpredictable task and duties of accomplishing educational objectives relate to teachers' motivation, inspiration and set of goals will empower teacher activities. Teachers become instructors dependent on their motivation to educate. On the other hand, teachers have no motivation, they are probably not going to be an effective teacher. The factors that influence a teacher's motivation are centered on close to personal expectations, need fulfilment, and work environment Hanggara (2018).

Lastly, from the above findings the school heads are the accountable and responsible in using the available resources in an efficient and effective ways that support and help teachers to be well-rounded educators by enhancing their capabilities, improving their skills and promoting a life-long learning. In short view, it is the possession of necessary skills to effectively manage the resources for productivity. Generally, school heads and teachers are partners that has to play the roles in school and in society. Therefore, there will always be a success between school head management of resources that may improve teachers' welfare and developments, definitely it will have a great impact to students as well.

**Table 4.** Relationship Between Time Management of School Heads and Welfare and Development of the Teachers

| Time Management        | Welfare and Development |                      |                               |                           |
|------------------------|-------------------------|----------------------|-------------------------------|---------------------------|
|                        | Benefits                | Continuing Education | Ability Coaching and Training | Motivation and Incentives |
| Goal Setting           | .376**                  | .674**               | .583**                        | .644**                    |
| Prioritization         | .461**                  | .751**               | .627**                        | .716**                    |
| Managing Interruptions | .484**                  | .763**               | .668**                        | .717**                    |
| Procrastination        | .454**                  | .768**               | .636**                        | .693**                    |
| Scheduling             | .458**                  | .775**               | .648**                        | .749**                    |

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

The data above revealed the significant relationship between time management and welfare and development of the teachers. This table 4 shown that the r-value of each variable under time management namely goal setting, prioritization, managing interruption, procrastination and scheduling and were found significantly related to benefits, continuing education, ability coaching and training and motivation and incentives of the welfare and development of the teachers with p-value 0.01 level (2-tailed).

It can be gleaned that the goal setting with the ( $r=.376^{**}$ ), prioritization with the ( $r=.461^{**}$ ), managing interruptions with the ( $r=.484^{**}$ ), procrastination with the ( $r=.454^{**}$ ) and scheduling with the ( $r=.458^{**}$ ) has correlation to benefits. It implies that the school head capability in managing time has an impact to a daily routine in school. It caters all actions to be done without hesitation or interruptions. School heads led the teachers in school to perform their duties at the same time they enjoyed the benefits coming from DepEd like financial incentives. The length of time in teaching has an equivalent rate for promotion that every teacher received when they applied for ranking. Teachers received different kinds of benefits from the department and that's the fruit of their dedication and hard work.

Brody & Hadar (2015), teachers devote themselves to the field of education so that the length of service will affect their professionalism in carrying out their tasks compared to those who have not recently served. This is appropriate since teachers pursuing their careers and acquire new knowledge and skills. As the tenure of the teacher grows, experience will as well. And in order for teacher professionalism to keep improving and developing in accordance with the demands of the times, the quality of education can remain competitive

in the global world with increased teacher professional competency.

It is then followed by the ( $r=.674^{**}$ ) goal setting, ( $r=.751^{**}$ ) prioritization, ( $r=.763^{**}$ ) managing interruptions, ( $r=.768^{**}$ ) procrastination and ( $r=.775^{**}$ ) scheduling under time management has correlation to continuing education. It implies that it is good to invest time to what activities matter the most especially when teachers are dedicated in teaching at the same time they are enrolled in graduate studies. At present time many teachers enrolled in Graduate Studies for their own educational advancement because they wanted progress, improvement and development which is good because they will grow personally and professionally. This finding revealed that most teachers in Tiaong II are being promoted because they are masteral graduate.

Continuing education of teachers keeps them motivated to become better educators. It helps them to go beyond their comfort zone. They learn from experienced teachers which enhances their leadership skills. On the other hand, it helps teachers improve their teachings to measure up against the high standards.

The variables of time management goal setting ( $r=.583^{**}$ ), prioritization ( $r=.627^{**}$ ), managing interruptions ( $r=.668^{**}$ ), procrastination ( $r=.636^{**}$ ) and scheduling ( $r=.648^{**}$ ) has correlation to ability coaching and training. This result implies that school heads influenced teachers to seek more opportunities wherein they are able to share their knowledge, skills and capabilities. The school heads delegate works to teachers because they trust them. Teachers became chairman of specific activity like INSET, be a coach of the pupils for a competition, or became a resource speaker for a training and seminars. Many opportunities were given to teachers to grow as individual human being as well as professional educators.

As per Gray (2005) cited, CPD accepts the possibility that people focus on continuous improvement in their professional skills and knowledge, past the fundamental preparing at first needed to do the work. In teaching, such advancement was utilized to be brought 'in-service training', or INSET, with the emphasis on delivery rather than the outcomes. Also, CPD is seen as expert development that a teacher accomplishes because of acquiring expanded insight and looking at their teaching systematically. (Reimers, 2003).

The last part of the time management variables including goal setting ( $r=.644^{**}$ ), prioritization ( $r=.716^{**}$ ), managing interruptions ( $r=.717^{**}$ ), procrastination ( $r=.693^{**}$ ) and scheduling ( $r=.749^{**}$ ) has correlation to motivation and incentives. This signifies that the implementation of proper balancing of activities and evaluation of timetable avoid delay of works. Thus, school heads inspired and motivated teachers to deal with works with positive approach towards heads, colleagues and students. Teachers are passionate, dedicated, knowledgeable, loving, caring and responsible that is why they are always motivated to teach and work. Their hard work is truly rewarded of different incentives and benefits.

Nonetheless, managing time is quite difficult but if you try to be flexible you can accomplish tasks according to the plan and it is now observed to teachers because they become flexible in doing a lot of reports while teaching. With that it is true that the effective management of time is the capability to increase work performance effectiveness which influence teachers' performance. The effective time management of the school heads also influence teachers to devote more time in ensuring schools deliver high-quality learning. The school head and teachers can reflect, assess and adjust to what they need in order to achieve the common objectives and visualize the effective of one's action and decision.

It was supported by Fybin (2012), that time management involves taking conscious control over the amount of time spent on specific activities. It is also the exercised to increase productivity, effectiveness, efficiency as well as effective scheduling of your time, goal setting, and prioritizing, delegating task, analyzing, keeping concentration and focus and motivating one's self to work towards the goals.



## SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and corresponding recommendations based on the results of the study.

#### Summary

This study focused on the resources and time management of the school heads and its influence to welfare and development of the teachers in Tiaong II District. This was a descriptive-correlational design that used a self-made survey questionnaire in gathering data to one hundred fifty (150) respondents from thirteen (13) public elementary schools.

The management of school heads to resources are categorized into three (3) namely human, material and financial while school heads management of time are categorized into five (5) such as goal setting, prioritization, managing interruptions, procrastination and scheduling. The teacher's welfare and development in terms of benefits, continuing education, ability coaching/training and motivation and incentives were also discussed. In order to determine the perception of the respondents towards the independent and dependent variables mentioned above the Descriptive statistics such as mean and standard deviation was used.

To determine the significant of resources and time management to welfare and development of teachers the Pearson Product Moment Correlation Coefficient as testing its significance at the 0.01 level (2-tailed) was used.

#### Summary of Findings

The salient findings of the study are summarized as follows:

1. School heads management of resources is implemented and observed in public elementary schools in Tiaong II District – Division of Quezon.
2. School heads management of time is very realistic to the extent that they are so flexible in different aspects of work.
3. Teachers' responses towards indicators are true and correct since they are fully aware on what happening and what they are experiencing inside the school.
4. There is significant relationship between resources management of school heads and welfare and development of the teachers.
5. There is significant relationship between time management of school heads and welfare and development of the teachers.

#### Conclusions

Based on the gathered data in the study the following conclusions are formulated:

There is significant relationship between resources management of school heads and welfare and development of the teachers, therefore the hypothesis is not sustained.

There is significant relationship between time management of school heads and welfare and development of the teachers, therefore the hypothesis is not sustained.

#### Recommendations

Based on the findings of the study the following recommendations are offered:

1. School heads must continue to influence teachers by being a good leader in school through performing the duties assigned to them. They are the person responsible to build good relationship towards teachers, parents and students.
2. School heads must always be the accountable and responsible in managing all available resources in an



influential manner. They must also efficient and effective in using time so that everything goes under the plan. To manage time is very important especially with different workloads so it is good to establish clear goals for supervision.

3. For teachers' welfare and development they must be fully aware on different programs, projects and activities that the Department of Education may offer to all. This will lead to a better understanding of what benefits they will receive, what practices will improve them, what opportunities will bring for, and what services they will offer.

4. For researchers, the findings of this study may support and strengthen the general understanding in the importance of resources and time management of school heads to welfare and development of the teachers.

5. The result may be utilized as reference materials in further research associated to this study.

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