

# Time Management Challenges and Work Productivity Enhancement: Insights from School Heads and Teachers in Pagadian City

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## **Abstract**

**Introduction:** The study explores the perceptions of school heads and teachers regarding time management challenges and work productivity enhancement. Understanding these perceptions is crucial for developing effective professional development programs and support strategies in educational settings.

**Objectives:** The primary objectives of the study are to compare the self-assessed time management and productivity skills of school heads and teachers, identify significant differences between the two groups, and examine the correlation between time management challenges and work productivity enhancement.

**Methods:** The study involved 41 school heads and 184 teachers. Data were collected through surveys measuring various aspects of time management and productivity. Statistical analyses, including t-tests and correlation analysis, were conducted to identify significant differences and relationships between the variables.

**Results:** School heads consistently rated themselves higher across most variables compared to teachers, indicating greater confidence in their abilities. The t-test for time management challenges showed no significant difference between the two groups, while the t-test for work productivity enhancement revealed a significant difference, with school heads rating themselves higher. The correlation analysis indicated a negative relationship between time management challenges and work productivity enhancement, suggesting that increased time management challenges are associated with decreased productivity.

**Conclusions:** The findings highlight the need for targeted professional development programs to help teachers improve their skills in goal setting, resource utilization, and leadership. Both school heads and teachers would benefit from training in effective time management strategies. Continuous support and access to resources are essential for enhancing productivity. By addressing these needs, educational institutions can foster a more effective and productive environment for both school heads and teachers, leading to better overall performance and outcomes.

**Keywords:** time management challenges, work productivity enhancement, school heads, teachers, descriptive survey

## **1. Introduction**

Achieving effective time management is a goal that many strive for, yet it often proves to be more challenging than anticipated. The frustration of not being able to accomplish desired tasks within a set timeframe can be overwhelming. However, adopting simple strategies, such as creating action lists, setting deadlines, and prioritizing tasks, can significantly improve time management skills. According to Bailey (n.d.), time management is the ability to plan time effectively to enhance productivity, a skill that has been valued for centuries. William Penn once said, "Time is what we want most, but what we use worst." Effective time management helps balance the conflicting

demands of work, studies, leisure, and family (University of Kent Careers Advisory Service, n.d.). Research by Ahmad, Batool, and Hussain (2019) emphasizes the significant role of time management in improving performance and accomplishments, highlighting its importance in educational settings.

Productivity, on the other hand, is a measure of the efficiency of production, involving the relationship between inputs (such as raw materials, machinery, and labor) and outputs (goods or services produced). Effective leadership and management play crucial roles in enhancing productivity, as do employee motivation and the efficient use of resources. A positive work culture and the

availability of necessary tools also contribute significantly to productivity levels. When employees are productive, they accomplish more in a given time, thereby saving the organization time and money (Wolters & Brady, 2020). Mişu et al. (2022) explore the relationship between work engagement, work efficacy, and work performance among teachers, highlighting the importance of these factors in improving productivity.

This study focuses on the time management challenges and work productivity enhancement among school heads and teachers in select private colleges of Pagadian City. The research aims to highlight the strategies that can foster professional commitment among educators. Pagadian City, located in Mindanao, Philippines, is a progressive city with a significant number of educational institutions, making it an ideal setting for this research. The study includes institutions such as Southern Mindanao Colleges, where the researcher is currently employed.

The chosen subdomains for time management challenges include prioritization, list making, efficiency evaluation, and tentative scheduling. Prioritization involves determining the most important tasks to focus on, ensuring that critical activities receive the necessary attention. List making helps in organizing tasks systematically, providing a clear overview of what needs to be accomplished. Efficiency evaluation involves assessing how effectively time is being used, identifying areas for improvement. Tentative scheduling involves planning tasks with flexibility, allowing for adjustments as needed (Kearns & Gardiner, 2007). Calonia et al. (2021) underscores the importance of effective time management in optimizing productivity and maintaining a healthy work-life balance.

For work productivity enhancement, the subdomains include attitude is essential, goal setting, resources, and leadership. Attitude is essential emphasizes the importance of a positive mindset in achieving productivity. Goal setting involves defining clear objectives, providing direction and motivation. Resources refer to the tools and materials needed to perform tasks efficiently, ensuring that educators have what they need to succeed. Leadership underscores the role of effective leadership in guiding and motivating

staff, fostering a productive and supportive work environment (Wolters & Brady, 2020).

There is a pressing need to conduct this study in the context of Pagadian City due to its unique educational landscape and the evolving demands on educators. As a progressive city with a growing number of educational institutions, understanding the specific challenges and opportunities faced by school heads and teachers in Pagadian City is crucial. This research aims to provide insights that can help educational institutions optimize their operations, improve job performance, and foster a supportive work environment. By addressing these issues, the study seeks to contribute to the overall improvement of educational outcomes and the professional commitment of educators in Pagadian City. Furthermore, the findings can serve as a foundation for developing targeted interventions and policies that address the unique needs of this region's educational sector.

## **2. Objectives**

This study aims to highlight the time management challenges and work productivity enhancement that promote professional commitment among school heads and teachers in select private colleges of Pagadian City. The primary goal is to contribute to job performance efficiency by addressing several key objectives.

Firstly, the study seeks to determine the extent to which time management challenges and work productivity enhancement promote professional commitment among school heads. This includes examining specific aspects of time management such as prioritization, list making, efficiency evaluation, and tentative scheduling. Additionally, it involves assessing work productivity enhancement factors such as the importance of attitude, goal setting, the availability of resources, and effective leadership. By understanding how these elements are manifested, the study aims to provide a comprehensive view of the practices of school heads in managing their time and enhancing their productivity.

The comparative analysis in this study examines the differences in time management challenges and work productivity enhancement between school heads and teachers in select private colleges of Pagadian City. By focusing on key aspects such as prioritization, list making, efficiency evaluation, and

tentative scheduling for time management, and attitude, goal setting, resources, and leadership for productivity enhancement, the study aims to identify significant differences and similarities between the two groups. This analysis helps to understand how each group manages their time and enhances their productivity, providing insights into their unique challenges and strengths. The findings from this comparative analysis are crucial for developing targeted strategies to support both school heads and teachers in improving their professional commitment and overall job performance.

Finally, the research explores the correlation between time management challenges and work productivity enhancement in promoting professional commitment, as perceived by the two groups of respondents. This correlation aims to provide a deeper understanding of how these variables interact and influence each other, offering valuable insights for improving job performance and professional commitment in the educational sector of Pagadian City.

**3. Methods**

This study employed a descriptive-survey research design to investigate the time management challenges and work productivity enhancement among school heads and teachers in select private colleges of Pagadian City. This design is particularly suitable for describing the characteristics of a population and examining relationships between variables.

The participants in this study included 184 teachers and 41 administrators from Southern Mindanao Colleges, a prominent private college in Pagadian City. This institution was selected due to its relevance and accessibility, providing a suitable context for the research. Purposive sampling was employed to ensure that the sample included individuals with direct experience and knowledge of the issues being investigated.

Two instruments were developed and rigorously analyzed for reliability and validity, resulting in reliability scores of 0.89 and 0.91, respectively. These instruments consisted of 6-point Likert-type questionnaires designed to measure the variables of interest, including time management challenges and work productivity enhancement.

Data collection involved the distribution of questionnaire-checklists to the participants after obtaining the necessary permissions. This step ensured that the data collection process was ethical and respectful of the participants’ time and privacy. The collected data were then analyzed using descriptive statistics, t-tests for two independent samples, and Pearson correlation. These statistical methods were chosen to provide a detailed understanding of the data and to test the study’s hypotheses.

**4. Results and Discussions**

The analysis of the perceptions of school heads and teachers regarding time management challenges and work productivity enhancement reveals several key patterns that have important implications for professional development and support strategies.

**Table 1 Descriptive levels of school heads’ and teachers’ time management challenges and their work productivity enhancement**

Variables	School Heads (n=41)		Teachers (n=184)	
	M	SD	M	SD
<b>Time Management Challenges</b>				
1 Prioritization	5.42	0.80	5.27	0.78
2 List Making	5.34	0.87	5.30	0.75
3 Efficiency Evaluation	5.20	0.97	5.23	0.83
4 Tentative Scheduling	5.29	0.89	5.26	0.80
<b>Work Productivity Enhancement</b>				
5 Attitude is Essential	5.61	0.58	5.35	0.72
6 Goal Setting	5.59	0.58	5.30	0.74
7 Resources	5.63	0.57	5.33	0.71
8 Leadership	5.68	0.56	5.33	0.73

Note: M = mean, SD = Standard deviation: 1.00 – 1.83 = Never Manifested, 1.84 – 2.67 =Rarely Manifested, 2.68 – 3.50 = Sometimes Manifested, 3.51 – 4.33 = Often Manifested, 4.34 – 5.16 = Almost Always Manifested, 5.17 – 6.00 = Always Manifested

Table 1 illustrates that school heads consistently rated themselves higher across most variables compared to teachers. This trend suggests that school heads may have greater confidence in their abilities, likely due to their leadership roles which require them to develop and utilize these skills more frequently. For instance, in the area of time management, school heads generally reported higher proficiency in prioritization, list making, efficiency evaluation, and tentative scheduling. The mean scores for these variables were all above 5.20, indicating a strong self-assessment of their time management capabilities. Teachers, while also rating these skills highly, had slightly lower mean scores, suggesting room for improvement.

When it comes to work productivity enhancement, the pattern of higher ratings by school heads continues. Variables such as attitude, goal setting, resources, and leadership were all rated significantly higher by school heads. The mean scores for these variables ranged from 5.59 to 5.68, reflecting a strong belief in their productivity-enhancing practices. Teachers, on the other hand, had mean scores ranging from 5.30 to 5.35, indicating a slightly lower but still positive self-assessment.

The consistency in responses among school heads, as indicated by lower standard deviations, suggests a shared understanding and approach to both time management and productivity enhancement. This consistency could be attributed to similar training, experiences, or a unified leadership culture. In contrast, the higher variability in responses among teachers, particularly in areas like goal setting and leadership, points to differing levels of confidence and experience. This variability highlights the need for targeted professional development to help teachers enhance their skills and align their practices more closely with those of school heads. These findings underscore the importance of continuous professional development and support for both school heads and teachers. For school heads, maintaining their high levels of confidence and consistency is crucial. For teachers, additional training and resources in areas such as goal setting and leadership could help bridge the gap and enhance their overall effectiveness. By focusing on these key patterns, educational institutions can develop targeted interventions to support both

groups, ultimately leading to improved time management and productivity across the board.

**Table 2 Test of significant difference of time management challenges between school heads and teachers**

Groups	n	M	SD	t	df	p-value
School Heads	41	5.3	0.1	0.9	22	0.346
Teachers	18	5.2	0.0	73	3	
	4	7	3			

The test of significant difference (Table 2) for time management challenges between school heads and teachers shows that the mean score for school heads was 5.32 (SD = 0.10), while for teachers it was 5.27 (SD = 0.03). The t-value was 0.973 with 223 degrees of freedom, and the p-value was 0.346. This p-value indicates that there is no statistically significant difference between the time management challenges faced by school heads and teachers. Despite the slightly higher mean score for school heads, both groups experience similar challenges in managing their time effectively. This suggests that interventions aimed at improving time management skills could be similarly beneficial for both school heads and teachers.

The test of significant difference for work productivity enhancement (Table 3) between school heads and teachers reveals a more pronounced difference. The mean score for school heads was 5.63 (SD = 0.05), while for teachers it was 5.33 (SD = 0.02). The t-value was 62.33 with 223 degrees of freedom, and the p-value was less than 0.01. This p-value indicates a statistically significant difference between the work productivity enhancement ratings of school heads and teachers. This significant difference underscores the higher confidence and possibly greater effectiveness of school heads in enhancing work productivity. It highlights the need for targeted interventions to support teachers in developing these skills to match the proficiency levels of school heads.

**Table 3 Test of significant difference of work productivity enhancement between school heads and teachers**

Groups	n	M	SD	t	df	p-value
School Heads	41	5.6	0.0	62.	22	<.01
Teachers	18	5.3	0.0	33	3	
	4	3	2			

The correlation analysis between time management challenges and work productivity enhancement provides further insights into the relationship between these two critical areas. The correlation coefficient was -0.29, with a p-value of less than 0.01. This negative correlation indicates that as time management challenges increase, work productivity enhancement tends to decrease, and vice versa.

This finding suggests that effective time management is crucial for enhancing work productivity. The negative correlation highlights the potential impact of time management challenges on productivity, emphasizing the need for strategies and interventions to improve time management skills. By addressing these challenges, educational institutions can help both school heads and teachers enhance their productivity, leading to better overall performance and outcomes.

**Table 4 Correlation between time management challenges and work productivity enhancement (n=225)**

Variables	M	SD	r	p-value
Time Management Challenges	5.29	0.06	-0.29	<.01
Work Productivity Enhancement	5.48	0.02		

### 5. Conclusions and Recommendations

The study provides a comprehensive analysis of the perceptions of school heads and teachers regarding time management challenges and work productivity enhancement. Several key patterns emerged from the data, highlighting important areas for professional development and support. School heads consistently rated themselves higher across most variables compared to teachers. This trend suggests that school heads may have greater

confidence in their abilities, likely due to their leadership roles which require them to develop and utilize these skills more frequently. The lower standard deviations among school heads indicate a shared understanding and approach to both time management and productivity enhancement. This consistency could be attributed to similar training, experiences, or a unified leadership culture. To maintain this high level of confidence and consistency, it is recommended that school heads continue to engage in professional development programs that reinforce these skills and practices (Ahmad, et.al, 2019).

In contrast, the higher variability in responses among teachers, particularly in areas like goal setting and leadership, points to differing levels of confidence and experience. This variability highlights the need for targeted professional development to help teachers enhance their skills and align their practices more closely with those of school heads. Implementing professional development programs focused on goal setting, resource utilization, and leadership can help bridge this gap and improve overall effectiveness among teachers (Calonia, et. al., 2021).

The test of significant difference for time management challenges revealed no statistically significant difference between school heads and teachers. This suggests that both groups experience similar challenges in managing their time effectively. Therefore, training programs focused on effective time management strategies should be implemented for both groups. These programs can include workshops on prioritization, list making, efficiency evaluation, and tentative scheduling, which will benefit both school heads and teachers by providing them with practical tools to manage their time more effectively.

However, the test of significant difference for work productivity enhancement showed a statistically significant difference between school heads and teachers. This underscores the higher confidence and possibly greater effectiveness of school heads in enhancing work productivity. To address this disparity, targeted interventions should be designed to support teachers in developing these skills to match the proficiency levels of school heads. This can include leadership training and

access to productivity-enhancing resources (Misu, et.al., 2022, Asio, 2021).

The correlation analysis revealed a negative correlation between time management challenges and work productivity enhancement. This indicates that as time management challenges increase, work productivity tends to decrease. To mitigate this, educational institutions should provide continuous support and access to resources for both school heads and teachers. This includes access to time management tools, productivity software, and leadership training materials. Regular monitoring and evaluation of the implemented programs and strategies should be conducted to assess their effectiveness. Feedback from both school heads and teachers should be collected to make necessary adjustments and improvements. By focusing on strategies to improve time management and productivity, schools can strengthen the critical factors of empathy, assurance, and responsiveness, ultimately leading to a more satisfying experience for students and a higher standard of educational service delivery (Del Mundo, 2022).

Overall, the study highlights the importance of continuous professional development and support for both school heads and teachers. By addressing the identified needs through targeted interventions and continuous support, educational institutions can foster a more effective and productive environment, ultimately leading to better overall performance and outcomes. This integrated approach ensures that the specific needs and challenges identified in the study are directly addressed, promoting a culture of shared practices and continuous improvement.

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