

Time Management Practices of Educators in a State University: Views and Implications

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Abstract: This descriptive study revealed the time management practices of the faculty members in a state university in the Philippines. By employing self-made questionnaire, data on time management practices along with scheduling, goal setting, prioritizing tasks, managing paperwork and managing interruptions and challenges met by the teachers on managing their time were gathered. Analyses of the treated data showed that the respondents practiced scheduling, goal setting, prioritizing task, managing paperwork, and managing interruptions and excessive paperwork and reports is a common challenge met by the faculty members in managing their time. This study offered recommendations that may contribute significantly to their success as an educator and person.

Keywords: Time Management, Challenges, Scheduling, Goal setting.

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Introduction

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

Felton (2009) said that time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Further, Contrell (2013) defines time management as a juggling act of various demands of study, social life, employment, family, and personal interests and commitments with the finiteness of time. Using time effectively gives the person a "choice" on spending/managing activities at their own time and expediency. According to Bilbao (2009), scheduling, goal setting, prioritizing tasks, managing paperwork, and managing interruptions may be executed by the teachers to meet the demands of their job. These save their time without compromising the quality of teaching and service. Further, Forsyth (2010) suggested that keeping work–life balance is one of necessitates to efficiently and effectively manage the limited resources and available time.

Effective time management increases an individual's confidence and makes him self-assured. Fleming (2011) said that individuals who can accomplish tasks within the stipulated time frame can make their life improved and balance not only in their organization as well as amongst their peers and family. Consequently, a teacher who can manage his time well implies a well-managed classroom. Hence, he can provide an environment in which teaching and learning can flourish smoothly, resulting to positive academic achievement of the students. Moreover, the teacher can keep up with the educational needs of every student, manage urgent situations immediately and avoid falling behind when unexpected situations arise. With the aforementioned importance and benefits of well-managed time to the educators, the researcher came up with a study to reveal the time management practices of faculty members from the College of Teacher Education, Batangas State University-JPLPC, Malvar, Batangas, Philippines during the academic year 2018-2019. It is the utmost intention of the researcher to strengthen their time management practices which will help them to become more effective and efficient professional and individuals.

Objectives of the Study

This study revealed the time management practices of educators from the College of Teacher Education, Batangas State University-JPLPC, Malvar, Batangas, Philippines during the academic year 2018-2019.

Specifically, it described the time management practices of the respondents along with the following indicators: scheduling, goal setting, prioritizing tasks, managing paperwork and managing interruptions. Lastly, this also determined the challenges met by the faculty members on managing their time.

Materials and Methods

This study utilized descriptive design since it determined the time management practices of the respondents and challenges they met in managing their time. Descriptive method of research includes all studies that aim to present facts concerning the nature and status of anything. It describes and interprets what is. It includes an element of interpretation of the meaning or significance of what is described (Ariola, 2009).

Respondents of the Study

The respondents of the study were the twenty-two faculty members from the College of Teacher Education at Batangas State University-JPLPC Campus, Malvar, Batangas during the AY 2018-2019. The researcher purposively selected these professors and instructors for they were research-based faculty members, with designations and positions, and currently pursuing their graduate studies. It is deemed that they have numerous responsibilities to carry

out and it requires effective time management practices to increase their productivity and provide a better education for their students.

Research Instrument

A self-made questionnaire was used to gather pertinent data. This is composed of two parts: Part I of the questionnaire is composed of 25-item to reveal the time management practices of the respondents while Part II reveals the challenges they have met in managing their time in checklist form. The following mean ranges with their corresponding interpretations were used to present and interpret the data:

Weight	Mean Range	Verbal Interpretation
5	4.51-5.00	Always / Highly Practiced
4	3.51- 4.50	Often /Practiced
3	2.51-3.50	Sometimes/ Moderately Practiced
2	1.51-2.50	Rarely/Not Practiced
1	1.00-1.50	Never/ Highly Not Practiced

With the help of the thesis adviser and three experts in the field, all the item statements were checked and validated. Suggestions sought from these persons focused on its construction, grammar, purpose and direction. All the comments and suggestions were considered by the researcher until the final draft of the questionnaire is completed and approved for reliability test. Through the help of the statistician, the result of the tests was compared using Pearson Coefficient of Correlation. The results revealed that there exists a significant correlation on either .05 or .01 level of confidence. This indicates that the reliability status of the said instrument was established.

Data Gathering Procedure

The researcher prepared a consent form to clarify the purpose of the research and to solicit permission from the faculty to participate in the study. They were oriented on the study's requirements and the confidentiality of the information to be collected among them as respondents of the study. Communication letter was also prepared to seek approval from higher authorities to distribute the instrument. Upon approval, the researcher properly consulted the department's secretary for the schedule of the administration of the questionnaire. Also, she personally distributed and retrieved the questionnaire.

Statistical Treatment of Data

The gathered data underwent checking, scoring, analysis and interpretation. Every item in the questionnaire were carefully analyzed and interpreted. Using weighted mean, the respondents' responses on time management practices were revealed. Frequency and Percentage were utilized to present the challenges met by the faculty members on managing their time.

Results and Discussion

Based on the analyzed data, two tables are hereby presented. The results are organized and presented relative to the specific problems posed by the researcher.

I. Time Management Practices of the Respondents

Table 1 reveals the summary of the assessments of the respondents on their time management practices along with the five indicators.

Table 1. Summary of the Assessments of the Respondents on Time Management Practices

Time Management Indicators	Composite Mean	Verbal Interpretations
Scheduling	4.00	Practiced
Goal Setting	4.26	Practiced
Prioritizing Tasks	4.13	Practiced
Managing Paperwork	4.08	Practiced
Managing Interruptions	4.04	Practiced
Overall Mean	4.10	Practiced

As reflected on the table, respondents' personal assessment on goal setting obtained the highest composite mean which is 4.26. This means that the faculty members practiced goal setting as their strategy to manage their time. The use of this strategy may give the faculty motivation to meet the goal within the stated time. Singh (2008) said that the purpose of setting a goal is enabling people to get more and better work done in less time. Further, this could be an indicator that faculty members have their action plan as they have direction for each goal that will guide their tasks throughout the work day. According to Marzano *et al.*, (2009), goal setting is the process of establishing a plan and an outcome (a goal) to serve as the aim of one's actions.

The table further shows that majority of the respondents also practiced scheduling (4.00), prioritizing tasks (4.13), managing paperwork (4.08) and managing interruptions (4.04) as their time management practices. With the obtained overall mean of 4.10, interpreted as practiced, signifies that the respondents used wide range of techniques to manage their time, accomplish specific tasks, activities and goals. Further, this could be also an indicator that they are organized, efficient and happier in their work, which are all vital elements for success. The finding also suggests that the respondents have positive self-management resulting to sense of empowerment and having the time to enjoy life's simple pleasures.

In congruence with this, Zeller (2008) reiterates the importance of effective personal system of time management. He said that effective time management requires a good arrangement of specific procedures and timelines along with good intent and self-awareness. Furthermore, Brott (2008) said being more productive, having more energy to accomplish tasks, feeling less stressed, possibility to pursue personal, getting more things done, relating to others in more positive manner, and feeling better about self are the effects of good time management practices.

II. Distribution of Responses on Challenges met in Managing Time

To better grasp the numbers of respondents who gave similar responses, Table 2 is hereby presented using frequency and percentage.

Table 2. Distribution of Responses on Challenges met in Managing Time

Challenges met in Managing Time	Frequency	Percentage
Paperwork and Reports Overload	13	59
Students' Behavior	5	22.73
Interruptions due to emergency meetings	3	13.64
Extra workload given by Higher Authorities	1	4.55
Total	22	100

The table shows that there are 3 or 13.64% who said that emergency meetings hinder them to manage their time while 1 or 4.55% answered that extra load/work given by their superior is a challenge in managing time. These were the two lowest in distribution. Second highest in distribution was distraction brought by students' behavior, as revealed by frequency and percentage of 5 or 22.73% respectively. Dealing with disciplinary problems inside the classroom is one of the difficult tasks an educator can face. Hence, the result could be an indicator that there are instances that instead of teaching, faculty members are attending to their students' inappropriate behavior.

According to Serrano (2015), the breakdown of discipline in the educational system is one of the cause of teachers' burnout. Effective implementation of discipline lies in the teachers' management, order and control of his classroom. In their study, Abeygunawardena *et al.*, (2019) said that using innovative teaching styles and transformation of Mathematics instruction are imperative to motivate the learners for active participation in the teaching-learning process and eliminates students' disruptive behavior. Lastly, the table reflects that majority of the respondents answered too many paperwork and reports is a common challenge in managing their time. Out of 22, 13 or 59% gave similar responses. The result showing that excessive paperwork and reports required to submit is the common challenge met by the respondents in managing time signifies that it cost them critical time for classroom preparations and threatening their core job which is teaching. Clammage (2008) said that teachers need to balance the long-term goals of the classroom, the immediate educational needs of the students and the large volume of paperwork that comes with every assignment.

Summary of Findings

The following are the salient findings of this study.

- 1) Majority of the respondents practiced scheduling as their time management practices. The composite mean was 4.00, verbally interpreted as practiced. The assessments on time management in terms of goal setting was practiced as manifested by 4.26. The respondents practiced prioritizing tasks as their strategy to manage their time. This was manifested by the composite mean of 4.13. The assessments on time management in terms of managing paperwork was practiced. This was manifested by the composite mean of 4.08. In terms of managing interruptions, a composite mean of 4.04 was obtained and interpreted as practiced.
- 2) Out of 22 respondents, 13 or 59% answered too many paperwork and reports topped their list on the challenges met in managing their time.

Conclusions and Recommendations

Conclusions

In the light of the important findings revealed in this study, the study concluded that the respondents practiced scheduling, goal setting, prioritizing task, managing paperwork, and managing interruptions to manage their time; and paperwork and reports overload is a challenge met by the faculty members in managing their time.

Recommendations

In the light of the study's findings and conclusions, the researcher was able to make the following recommendations. First, faculty may be encouraged to use the findings of this work to improve their time management system specifically scheduling, goal setting, prioritizing, managing paperwork and interruptions. This may help them reflect on their strengths that can be capitalized and weakness to be enhanced. Further, they are also encouraged to leave enough time for physical, social, and recreational needs. Their physical health and mental attitude may contribute significantly to their success as an educator.

On the other hand, the Human Resource and Management Office may initiate seminar/training relevant to time and self-management to strengthen their skills and practices. Since this paper revealed that excessive paperwork and report is the common challenge to manage time, the administration and other concern authorities may use the result of this study as basis for reviewing system on paperwork and report submission to foster balance work-life. Lastly, a follow-up or similar study may be considered using other variables.

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