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BALANCING ACTS: TEACHERS' TIME MANAGEMENT STRATEGIES TO ACCOMPLISH MULTIFACETED TASKS

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ABSTRACT

This phenomenological study explored the experiences of elementary teachers in managing their multifaceted daily tasks through effective time management strategies. Nine (9) teachers, from intermediate grade level of Carmen District, Davao del Norte Division, were purposively selected as informants of the study. Through in-depth interviews and thematic analysis, two key themes emerged regarding the strategies of teachers employ namely Prioritization of Tasks and Structured Scheduling and Time Blocking. This showed that teachers systematically categorized duties by urgency/importance and allocate dedicated time slots for focused task completion to enhance productivity and reduce stress. Meanwhile, the themes on the challenges that teachers faced included Excessive Workload and Time Pressure and Unpredictable Interruptions and Task Overlap. The challenges indicated that teachers struggled with an unmanageable volume of tasks compounded by unrealistic deadlines and competing demands and the unplanned disruptions and role conflicts fracture focus, delay priorities, and create unsustainable working conditions. From the participants' lived experiences, the study derived actionable insights to address these challenges such as Review Workload Realistically based on DepEd Policies and Streamline Communication and Planning. This study is particularly relevant in today's education landscape, where efficient time management is critical for balancing instructional quality and administrative duties.

KEYWORDS: *Balancing Acts; Teachers' Time Management Strategies; Multifaceted Tasks*

INTRODUCTION

In today's dynamic educational landscape, teachers face an increasing array of responsibilities that extend beyond the traditional role of classroom instruction. From lesson planning, grading, and student mentoring to administrative duties and professional development, teachers constantly juggle multiple demands on their time. This study explores the strategies that teachers employ to effectively manage time given these diverse tasks. Understanding the time management strategies amidst multifaceted tasks is essential not only for enhancing teacher productivity but also for improving student outcomes and fostering sustainable teaching practices.

Time management is vital for teachers because it enables them to handle a wide range of responsibilities efficiently, from lesson planning and grading to engaging with students and fulfilling administrative obligations. Olivo, M. G. (2021) articulated that time management is one of the most important aspect of classroom management. When teachers learn to take control of their time, they improve their ability to focus. With increased focus, comes enhanced efficiency, because they do not lose their momentum. They can start to breeze through tasks more quickly.

By managing their time well, teachers can ensure they meet each task's demands without becoming overwhelmed, ultimately enhancing their teaching quality, supporting student learning, and promoting their own well-being. Good time management also helps teachers allocate time for personal development and self-care, which are essential for maintaining motivation and long-term commitment to their profession.

Globally, teachers face significant challenges in managing their time due to increasing job demands and expanding roles within schools. As educational expectations rise, teachers are expected to take on additional tasks, including administrative work, continuous professional development, and personalized student support, all of which place further pressure on their schedules. Ikuta (2019) as cited in Sato, Mason and Kataoka (2020) affirmed that school teachers had the longest working time across 34 countries and regions, at 53.9 hours per week. Compared to teachers in England, Scotland and Finland, Japanese teachers have longer working days, shorter breaks, and shorter sleep.

Meanwhile, Jagero, N. Kanga, B., and Gitari, E. (2021) asserted that in Kenya, the time management through routine and timetabling are fundamentally based on the curriculum and instructional strategies. When teachers utilize time efficiently and involve students in discussions, it significantly aids in elevating the academic standards of schools, thereby influencing the educational quality across the nation.

In Pakistan, Khan et al., (2021) divulged that in Khyber Pakhtunkhwa province, majority of secondary school teachers used time management strategies, with male, urban, science, and public-school teachers showing stronger classroom time management skills. This implies that demographic and professional factors may impact teachers time management skills.

In the local scene, teachers in the Philippines have also employed time management strategies to cope with their complex tasks. Lualhati (2019) conveyed that teachers' time management strategies encompass essential practices such as scheduling, goal setting, prioritizing tasks, managing paperwork, and handling interruptions effectively. These strategies allow educators to streamline their responsibilities and focus on instructional quality; however, excessive paperwork and reporting requirements often hinder their efforts, consuming valuable time that could be spent on teaching and student engagement. This administrative burden is a significant challenge that many teachers face, detracting from their primary role and impacting their overall job satisfaction. Addressing these obstacles through policy changes or support resources could improve teachers' ability to manage their time more efficiently and enhance their well-being.

Moreover, in the Division of San Jose City, Duran (2024) asserted that effective time management for educators is not only crucial for maintaining a healthy work-life balance but also for optimizing instructional strategies. By carefully allocating time to lesson planning, grading, and professional development, educators can enhance the quality of their teaching. Effective time management is vital for educators to meet the demands of their profession while maintaining personal well-being. As the demands on educators continue to evolve, cultivating strong time management skills remains an essential component of their professional toolkit, ensuring a positive impact on both individual educators and the educational system as a whole.

In Davao region, Impas and Gempes (2018) recognized the need for teachers' time management skills to be improved from a high to a very high level. This can be achieved by encouraging goal-setting, daily planning, and task prioritization, while also fostering discipline and a strong attitude toward their responsibilities. Clearly, there's a need to improve the time management strategies of teachers considering the complexity of their tasks. Mohanty (2003) as cited in Jagero, N. Kanga, B. and Gitari, E. (2021) contended that teachers often feel that it is impossible to fit everything into the allotted time frame. In our school in Carmen District, Davao de Norte, teachers also grapple with the limited time and the high work demand. Unfortunately, many of us teachers blame the limited time for not achieving our daily goals. Hence, this study is conceptualized to explore on the time management strategies of teachers in our district thereby creating strategies to improve teacher efficiency, enhance educational outcomes and support teachers' well-being.

REVIEW OF SIGNIFICANT LITERATUR

This study focuses on the methods or techniques that teachers employ to balance tasks or to handle their diverse and often competing responsibilities. This literature review provides a comprehensive synthesis of existing research on teachers' time management techniques, encompassing seminal works, contemporary studies, and empirical findings. Critical examination of pertinent literature illuminates the complexities of balancing acts of teachers among the multifaceted responsibilities, informing a nuanced understanding of this issue.

Effective Time Management

Effective time management is a crucial skill that enables individuals to prioritize tasks, increase productivity, and reduce stress in both personal and professional settings. By strategically organizing and allocating time, individuals can accomplish their goals more efficiently and maintain a balanced lifestyle. In fields such as education, where responsibilities are diverse and demands are high, effective time management becomes even more essential. Developing strong time management strategies not only enhances work performance but also contributes to overall well-being and satisfaction.

In essence, time management is the process of planning and exercising conscious control of the time spent on specific activities to work smarter than harder. It is a juggling act of various things that helps one increase efficiency and strike a better work-life balance. Improving your time management at work allows one to enhance his performance and achieve his desired goals with less effort and more effective strategies (Claessseus, 2007) as cited in Jagero, Kanga and Gitari (2021).

Meanwhile, AITSL, 2016, as cited in Nur Silay, (2022), time management refers to a systematic approach for dealing with daily tasks and issues to effectively accomplish one's goals. The concept of time management according to Nur Silay, U (2022) has been receiving more attention as working life is getting faster and more difficult with the current conditions. In fact, it is a concept which is existent in all stages of people's lives and a serious concern especially for professionals at work in the education sector.

Moreover, Bhargava (2018) articulates that time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity.

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Time is so valuable that even if we spent millions of gold or silver coins, we cannot get back even a second. Consequently, there are various barriers to time-management such as, Unclear objectives, Lack of Planning, Disorganization, Negative Thoughts, Inability to say No, Inability to delegate jobs, Procrastinations, External disruptions like and many others.
In school context, Olivo, M. G. (2021) explains that time management is one of the most important aspect of classroom management. When teachers learn to take control of their time, they improve their ability to focus. With increased focus, comes enhanced efficiency, because they do not lose their momentum. They can start to breeze through tasks more quickly. No matter how time is sliced or divided, there are only 24 hours in a day. If teachers want to rise through the ranks, they have to acknowledge the importance of finding a way to manage this limited resource. Whether teachers rely on a time-chunking technique or discover the power of list-making, they will soon find that a nice side benefit of good time management skills is the ability to make better decisions.

In the same vein, Bruner (2019) attests that time management is using time effectively and productively. A synonym for efficiency, good time management makes it possible for one to make the most out of every minute. Time management is very much needed by teachers who have piles of work load aside from classroom teaching. Teachers need to manage their time wisely in order to achieve success and positive outcomes on learner performance.

Further, Fleming (2011) as cited in Lualhati,(2019) states 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.

In conjunction, the CFI Team (2022) presents the list of tips for Effective Time Management which are discussed as follows: Set goals correctly. Set goals that are achievable and measurable. Use the SMART method when setting goals. In essence, make sure the goals you set are Specific, Measurable, Attainable, Relevant, and Timely; First, Prioritize wisely. Prioritize tasks based on importance and urgency. For example, look at your daily tasks and determine which are: Important and urgent: Do these tasks right away. Important but not urgent: Decide when to do these tasks. Urgent but not important: Delegate these tasks if possible. Not urgent and not important: Set these aside to do later. Second, Set a time limit to complete a task. Setting time constraints for completing tasks helps you be more focused and efficient. Making the small extra effort to decide on how much time you need to allot for each task can also help you recognize potential problems before they arise. That way you can make plans for dealing with them.

Thirdly, Take a break between tasks. When doing a lot of tasks without a break, it is harder to stay focused and motivated. Allow some downtime between tasks to clear your head and refresh yourself. Consider grabbing a brief nap, going for a short walk, or meditating. Organize yourself. Utilize your calendar for more long-term time management. Write down the deadlines for projects, or for tasks that are part of completing the overall project. Think about which days might be best to dedicate to specific tasks. For example, you might need to plan a meeting to discuss cash flow on a day when you know the company CFO is available. Fourth, Remove non-essential tasks/activities. It is important to remove excess activities or tasks. Determine what is significant and what deserves your time. Removing non-essential tasks/activities frees up more of your time to be spent on genuinely important things. Fifth, Plan ahead, make sure you start every day with a clear idea of what you need to do what needs to get done that day. Consider making it a habit to, at the end of each workday, go ahead and write out your “to- do” list for the next workday. That way you can hit the ground running the next morning.

In similar perspective, Hasbullah and Nasr (2023) articulates that effective time management means that an individual can manage their time efficiently to carry out daily activities and work successfully. Effective time management can also lead to a healthy lifestyle and a positive mindset without the burden of stress. Managing time effectively involves the use of tools and methods or techniques to plan and schedule time appropriately. Failure in wise time management can have consequences on daily life, such as reduced productivity, increased stress, and inability to complete daily tasks according to schedule.

Overall, the importance of time management as a critical skill for enhancing productivity and reducing stress in both personal and professional domains is crucial. Effective time management in education, where teachers face a myriad of responsibilities and demands is vital concern. By organizing and prioritizing tasks, individuals can work smarter, achieve their goals more efficiently, and maintain a balanced lifestyle. The literature unfolds various barriers to effective time management, such as disorganization and procrastination, while presenting strategies like setting SMART goals, prioritizing tasks, and removing non-essential activities to improve efficiency. Ultimately, literature emphasizes that mastering time management not only leads to better performance and academic success for teachers and students alike but also contributes to overall well-being and a positive mindset.

RESEARCH QUESTIONS

With the aim of exploring and analyzing the time management strategies that teachers used to effectively balance their diverse and often competing responsibilities, this study formulated the following research questions to gather valuable information:

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1. What time management strategies of teachers are employed to accomplish their daily multifaceted tasks?
2. What are the challenges of teachers to effectively accomplish their multifaceted tasks?
3. What insights can be drawn to enhance time management of teachers?

METHODOLOGY

This chapter provides an overview of the procedures and methods used to develop this study. In this section of the study the following aspects of the research method were described thoroughly: philosophical assumptions, qualitative stance of the study, research design, research participants, ethical consideration, the role of the researcher, data collection, data analysis and trustworthiness of the study.

Philosophical Assumptions

In the study on time management strategies of teachers, the balancing acts of teachers are investigated within the context of their daily struggles to effectively manage multiple responsibilities despite time constraints. This research emphasizes the narratives of participants to uncover authentic insights into their strategies and challenges. Hence, the philosophical assumption of this study aligns with the qualitative research paradigm, which values personal experiences and subjective interpretations. Establishing the philosophical framework is essential for guiding the research's design and analysis. Creswell and Poth (2018) underscore the significance of understanding these assumptions as they shape the methodology, influence the data collection process, and serve as a foundation for interpreting findings. By situating the study within this framework, it ensures a deeper exploration of how teachers navigate their professional complexities.

There are different philosophical assumptions in both quantitative and qualitative research. In this study, which explores on the lived experiences of teachers in helping learners with attendance problem, the ontology, epistemology, axiology, and rhetorical assumptions are elucidated at the bias of qualitative research method. The researcher believed that qualitative approach is more appropriate in this study.

Design and Procedure

The qualitative phenomenological research design was employed in this study to collect the data necessary to answer the research questions, particularly concerning teachers' time management amidst their multifaceted responsibilities. Information gathering included participant in-depth interviews, which offered an opportunity for educators to speak openly and candidly about their experiences in managing time across various tasks. In a phenomenological study, informants engaged in discussions regarding their observations and lived experiences related to the phenomenon under investigation, in this case, the challenges and strategies associated with effective time management in educational settings.

The researcher utilized in-depth interviews as the primary method for gathering information. As posited by Smith et al. (2009), as cited in Alase (2017), the primary objective of conducting interviews in phenomenological inquiry was to facilitate an interaction that enabled participants to articulate their personal narratives in their own words. This was particularly important for teachers, as their narratives could reveal the intricacies of balancing lesson planning, classroom management, and administrative duties. Meanwhile, focus group discussions, according to Lune and Berg (2017), as cited in Tumen, Akyildiz, and Ahmed (2021), served as a valuable method for bringing together participants with common experiences to examine a particular subject of interest. This approach was especially effective in uncovering shared insights and strategies related to time management, allowing educators to collectively explore the nuances of their roles and the impact of time constraints on their professional practice.

Research Participants

This study explored and analyzed the time management strategies of teachers in tackling their diverse and often competing responsibilities effectively. In navigating the lived experiences, this study leveraged insights from nine (9) teachers teaching at the intermediate grade level from three different schools in Carmen District, Davao del Norte Division. The participants in this study were purposively selected as informants. As part of the inclusion criteria, the participants had at least three years of teaching experience in the intermediate grades. To obtain a variety of information and to facilitate environmental triangulation, the informants were chosen from different school environments categorized as small, medium, and large schools within the mentioned district.

Purposive sampling, also known as judgmental sampling, was a non- probability sampling method where participants were intentionally selected based on specific characteristics relevant to the research objectives. This approach was widely used in qualitative research to gather in-depth data from information-rich cases that could provide meaningful insights. According to Nikolopoulou (2023), purposive sampling was particularly effective in exploring unique or complex phenomena when the researcher had prior knowledge about the population, ensuring the selection of cases that aligned with the study's purpose. However, it also posed challenges, such as potential bias and limited generalizability, since the sample was not randomly chosen.

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Role of the Researcher

As the researcher for this study, my role was crucial in producing credible research results aimed at understanding the time management strategies employed by teachers amidst their multifaceted responsibilities. I took on the responsibility of facilitating the interviews and discussions by utilizing research questions and probing prompts. My focus was to delve into the phenomenon through the participants' lived experiences. By asking thoughtful questions and encouraging open dialogue during the in-depth interviews and focus group discussions, I aimed to collect meaningful and significant information that would shed light on the challenges and strategies related to teachers' time management.

Additionally, I was committed to thoroughly investigating the phenomenon based on the participants' experiences. This primary approach involved comprehensive discussions that connected and contextualized the findings, thereby adding depth and nuance to the phenomenological analysis. Incorporating archival references and pertinent studies further strengthened the claims and insights presented in this research, ultimately contributing to a deeper understanding of how teachers navigated their time in educational settings..

Data Analysis

During the analysis and evaluation of the collected data, I engaged in a detailed review of the transcriptions and scrutinized the central arguments put forth by the participants in relation to the research questions. The data were organized according to the predominant themes or concepts that had emerged from the transcriptions. Accurately reflecting the authentic intent behind each participant's remarks during the discussions was of utmost importance. A rigorous attention to detail was required to fully appreciate their perspectives.

As I conducted my data analysis, I carefully categorized and coded the ideas that emerged from the participants' transcriptions. This process, as articulated by Graneheim and Lundman (2004) and cited in Vinitha (2019), sought to uncover the fundamental meanings that characterized the various categories. The analysis concentrated on interpreting the latent content present in the texts. Upon receiving approval for my research proposal from the School Division Superintendent and the school leaders of the participants, I coordinated a schedule for engagement. In line with ethical protocols, it was vital to secure their informed consent for voluntary participation in the study. During the initial orientation session, I outlined the research objectives and the ethical guidelines that governed the study.

The subsequent phase involved the formulation of significant themes that elucidated essential insights derived from the data. This analytical approach was referred to as Thematic Content Analysis, which, as noted by King (2004) and cited in Dawadi (2020), sought to uncover themes that encapsulated the narratives present within the data sets. This process entailed the meticulous identification of themes through thorough reading and re-reading of the transcribed material.

Furthermore, I employed triangulation of the collected information. Nightingale (2020) described triangulation as a methodological strategy for analyzing the outcomes of a single study by utilizing various data collection techniques, thereby enhancing the validity and reliability of the results.

This research specifically utilized environmental triangulation to enhance the understanding of teachers' time management strategies across different contexts. The results obtained from various environments were compared and integrated to strengthen the validity of my conclusions regarding how teachers navigated their responsibilities. According to Vivek (2023), environmental triangulation was a methodological approach that required the gathering of data from multiple environments or contexts, thereby enhancing the credibility and reliability of qualitative findings. This strategy aimed to reduce potential biases that could have arisen from examining the phenomenon within a single or restricted environment, ultimately contributing to a more comprehensive exploration of the complexities involved in managing time effectively in educational settings.

RESULTS AND DISCUSSIONS

This chapter presents the findings of the study on elementary teachers' time management strategies to accomplish their multifaceted daily tasks. It includes a detailed analysis of the collected data, outlining the procedures used to identify and categorize emergent themes from in-depth interviews with teacher- participants. The discussion explores how educators employ prioritization and structured scheduling as core strategies, highlighting their experiences in balancing instructional duties, administrative tasks, and unexpected demands. Further, the study examines their coping mechanisms. The insights derived from this research provide a deeper understanding of how effective time management can be sustained in school settings,

Time Management Strategies of Teachers to Accomplish Their Daily Multifaceted Tasks

Teachers play a crucial role in developing the technical skills of learners in Edukasyong Pantahanan at Pangkabuhayan (EPP) by employing practical, innovative, and learner-centered strategies. Aligning instruction with real-world applications, EPP teachers ensure that learners gain not only knowledge but also the skills needed for personal, household, and economic productivity. In this study, the narrations of participants on their strategies of building the technical skills of learners yielded the following themes:

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Prioritization of Tasks

Prioritization of tasks is a critical time management strategy that helps teachers efficiently manage their multifaceted responsibilities by distinguishing between urgent and important duties. By categorizing tasks based on deadlines and significance, educators can focus on high-priority activities, ensuring productivity and reducing stress. This approach not only enhances daily workflow but also supports long-term professional effectiveness and work-life balance. The following narrations of participants highlighted the strategy of time management.

First is to prioritize and identify the task based on their urgency and importance. Those tasks require urgent and immediate attention and those tasks that are not important and not urgent. (P1)

One of the most effective ways to manage time is by identifying and prioritizing tasks based on their urgency and importance. Divide the task by categories. For example, do first urgent and importance. Next, not urgent but important and finally urgent but not important (P9)

Identify the most pressing teaching needs like grading, assignments, or preparing lessons so you can give them appropriate attention(P7)

Prioritize important tasks. I always believe the saying, 'Do not wait for tomorrow what you can do for today (P4)

In addition, other participants have these statements-

I start by identifying which tasks are both urgent and important, such as grading assignments with upcoming deadlines or preparing for a class session. After that, I focus on tasks that may not be time-sensitive but are crucial for student's success or my professional development, like lesson planning or reflecting on my teaching practice. (P3)

Balancing the multifaceted demands of teaching, administrative duties, and other responsibilities requires a thoughtful approach to time management. (P8).

The ability to prioritize tasks effectively is a critical skill that can enhance productivity, reduce stress, and ensure successful completion of goals. (P2)

By identifying the most urgent and important tasks, evaluate the deadlines, stay flexible, and delegate someone if necessary, that can probably handle the tasks (P4)

The study revealed that prioritization of tasks is a fundamental time management strategy employed by teachers to handle their multifaceted responsibilities effectively. Participants consistently emphasized categorizing tasks based on urgency and importance, allowing them to focus on high-priority duties such as grading, lesson planning, and meeting deadlines while setting aside less critical activities. Many educators utilized structured approaches, such as dividing tasks into categories (e.g., urgent/important, non-urgent/important) and adhering to the principle of completing pressing tasks immediately, encapsulated in the adage "Do not wait for tomorrow what you can do for today." This method not only enhanced daily productivity but also minimized stress by preventing last- minute rushes and workload accumulation.
Additionally, the findings highlighted that prioritization extends beyond immediate tasks, incorporating long-term professional growth and adaptability.

Teachers acknowledged the need to balance urgent classroom demands with essential but less time-sensitive responsibilities, such as lesson refinement and self-reflection. Some participants also mentioned delegation and flexibility as complementary strategies when managing overwhelming workloads. Overall, the ability to prioritize effectively was recognized as a critical skill that contributes to sustained productivity, reduced burnout, and the successful achievement of both short-term and long-term educational goals.

IMPLICATIONS AND FUTURE DIRECTIONS

Presented in this section are the implications and future directions of the study on teachers' time management strategies to accomplish multifaceted tasks. The findings revealed themes such as Prioritization of Tasks and Structured Scheduling and Time Blocking as effective strategies for managing workloads. However, challenges hindering consistent productivity yielded themes such as Excessive Workload and Time Pressure and Unpredictable Interruptions and Task Overlap, which underscored systemic barriers like last-minute administrative demands and role multiplicity.

Moreover, this study draws insights leading to actionable recommendations such as Review Workload Realistically Based on DepEd Policies and Streamline Communication and Planning. These recommendations support teachers' efforts to balance responsibilities through evidence-based techniques while addressing institutional barriers.

This study's findings on teachers' time management strategies and challenges align meaningfully with two established psychological theories: Ajzen's Theory of Planned Behavior (TPB) and Bandura's Self-Regulation Theory. The TPB framework helps explain teachers' adoption of prioritization and scheduling strategies through its three core components - teachers demonstrated positive attitudes toward structured approaches, faced conflicting subjective norms from institutional demands, and varied in their perceived behavioral control based on policy support and interruptions. Bandura's Self-Regulation Theory complements this by illuminating how teachers implement these strategies through goal-setting (time blocking), self-monitoring (using planners), and self-efficacy (delegation and technology use).

Together, these theories provide a robust explanatory model: while TPB reveals why teachers choose certain time management behaviors based on their beliefs and institutional constraints, Self-Regulation Theory shows how they maintain or adjust these behaviors through ongoing monitoring and adaptation. The intersection of these theories highlights a critical policy implication, for time management strategies to be sustainable, systemic changes must enhance both teachers' perceived control (TPB) and their capacity for self-regulation.

Implications

The findings of this study carry significant implications for both educational practice and policy reform. First, the documented effectiveness of teachers' time management strategies underscores the need for systemic support to enhance these practices. While individual teachers demonstrate remarkable adaptability in managing multifaceted tasks, the persistent challenges of excessive workload, unpredictable interruptions, and misaligned institutional demands reveal a structural mismatch between policy intentions, like DepEd Order No. 005 s. 2024 on workload rationalization, and on-the-ground implementation. This gap suggests that without enforceable safeguards, such as strict compliance with "no disruption" policies based on DepEd Order No. 9 s. 2005 and digital tools to automate administrative tasks, even the most skilled educators will continue to face burnout, ultimately compromising instructional quality. The study thus calls for localized monitoring mechanisms, where school-based workload assessment teams (SWATs) audit task distribution in real time and hold administrators accountable for violations of teachers protected instructional hours.

On a broader level, the study highlights the urgent need to align DepEd's policy framework with classroom realities. The chronic time pressures and role conflicts reported by teachers indicate that current workload expectations are unsustainable and often counterproductive to the MATATAG agenda's goals of improving learning outcomes. To address this, DepEd must scale successful pilot initiatives, such as centralized digital platforms for streamlined communication, while investing in structural solutions like hiring administrative support staff to handle non-teaching tasks. Additionally, the findings advocate for teacher empowerment through policy literacy programs, ensuring educators understand their rights under workload rationalization orders and can formally report violations. By bridging the divide between policy and practice, these implications pave the way for a teacher-centric ecosystem where time management strategies can thrive, institutional barriers are minimized, and student learning remains the uncompromised priority.

Future Direction

This study outlines several critical future directions to enhance teacher time management and reduce systemic workload challenges.

For teachers, adopting personalized digital tools, advocating for policy compliance through SWAT participation, and collaborating in Professional Learning Communities can empower more efficient task management.

For School Administrators, prioritizing transparent workload audits, enforcing protected instructional time, and piloting support staff programs to alleviate non-teaching burdens are essential steps toward creating sustainable teaching environments. School Administrators should establish clear communication channels where teachers can regularly provide feedback on workload distribution and policy implementation challenges.

The Department of Education (DepEd) must prioritize two key directions to enhance teacher effectiveness and education quality. First, DepEd should rigorously enforce existing policies on workload rationalization and instructional time protection through systematic monitoring mechanisms. Second, DepEd needs to accelerate its digital transformation by fully implementing integrated systems like eBEIS and LMS across all schools, while investing in AI-assisted tools for administrative tasks and providing comprehensive training programs. These technological solutions should be complemented by hiring additional support staff at the school level to handle non-teaching responsibilities.

Future researchers can contribute by conducting longitudinal studies on policy impacts, testing technological interventions, analyzing demographic disparities in workload experiences, and benchmarking global best practices. Together, these multi-level strategies—grounded in collaboration between educators, leaders, policymakers, and researchers—can create a sustainable ecosystem where teachers focus on quality instruction rather than administrative overload, ultimately advancing the MATATAG agenda's goals. The path forward requires coordinated efforts to align individual resilience with institutional reforms, ensuring teacher well-being and student learning remain central to Philippine education.

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