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INFLUENCE OF TIME MANAGEMENT SKILLS OF TEACHERS ON THEIR JOB SATISFACTION IN NORTH DAVAO COLLEGES, INC.

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ABSTRACT

This study examined the influence of time management skills on the job satisfaction of faculty members in North Davao Colleges, Inc., Panabo City, with the objectives of determining the levels of time management skills and job satisfaction, examining their relationship, and identifying the best predictor of job satisfaction. A quantitative–predictive research design was used involving forty-six faculty members selected through total enumeration. Data were gathered using validated instruments and analyzed through weighted mean, standard deviation, Pearson correlation, and multiple regression analysis. Findings revealed that faculty members demonstrated a high level of time management skills in planning, prioritization, and task execution. Job satisfaction was also high, particularly in work environment and workload satisfaction, while professional growth was moderate. Results showed significant positive relationship between time management skills and job satisfaction. However, regression analysis indicated that only planning significantly predicted job satisfaction, while prioritization and task execution were not significant predictors. Based on the findings, school administration may strengthen time management training and workload support systems through structured seminars, mentoring programs, and policy enhancements that promote efficient work scheduling and balanced academic responsibilities. Faculty members are encouraged to enhance planning skills using structured tools, digital planners, and goal-setting strategies to improve efficiency, reduce stress, and sustain job satisfaction. Continuous self-assessment and reflective practice may also help faculty optimize their time use and professional performance. Future researchers may explore other factors affecting job satisfaction and conduct intervention-based studies to further validate and expand the findings of this research in similar academic contexts.

KEYWORDS: *Time Management Skills; Job satisfaction; North Davao Colleges, Inc., Panabo City*

INTRODUCTION

Time management skills refer to how college faculty members organize, prioritize, and regulate their use of time to accomplish professional tasks effectively and efficiently. In higher education, this includes planning lectures, grading assignments, conducting research, attending departmental and administrative meetings, and balancing instructional responsibilities with other institutional duties. Job satisfaction reflects how faculty feel about their work, including whether they find fulfillment in their roles, enjoy the academic environment, and perceive that their professional needs are being met. In this study, these two constructs are central, which explore how the way college faculty manage their time influences their overall contentment and satisfaction in their work.

At a global level, several challenges emerge regarding time management and faculty job satisfaction. In China, university faculty report high levels of "time poverty," where limited time for teaching, research, and administrative responsibilities negatively affects their job satisfaction (Chen et al., 2025; Wang et al., 2022). In Pakistan, higher education faculty who demonstrate strong time management practices, such as prioritizing tasks and handling interruptions efficiently, tend to report higher job satisfaction (Khan et al., 2020; Sahito & Vaisanen, 2017). Similarly, in India, studies indicate that goal setting, organization, and structured planning significantly improve both job satisfaction and teaching performance among university faculty (Rao, 2018; Karakuş et al., 2023).

Moreover, faculty in Europe and North America face similar pressures. For instance, in Finland, college instructors report that high administrative workloads and departmental demands reduce available time for teaching and research, which negatively affects their professional satisfaction (Hoque et al., 2023). In the United States, faculty often experience work overload due to curriculum reforms, research expectations, committee responsibilities, and mentoring duties, which can compromise their ability to balance tasks and maintain job satisfaction (Hoque et al., 2023; Sahito & Vaisanen, 2017). These cases highlight that, globally, faculty satisfaction is closely linked to the availability of institutional support and the capacity to manage time efficiently.

In the Philippines, time management and job satisfaction are pressing concerns for college faculty members. Faculty often juggle heavy teaching loads, research responsibilities, administrative tasks, and committee work, which can strain their ability to maintain a healthy work-life balance. Many Filipino college instructors report low perceived work-life balance, which indicates that even effective time management does not always translate into personal satisfaction or rest (Olivo, 2021). Additionally, multitasking demands, such as handling teaching, grading, research, and mentoring simultaneously, challenge faculty members' ability to manage time efficiently and can negatively affect their sense of satisfaction and overall productivity (Binalay & Brobo, 2025; Education International/International Education Association, 2025). These findings suggest that, in the Philippine higher education context, time management is not only about efficiency but also about coping with demanding institutional structures and expectations.

Furthermore, college faculty in the Philippines face additional difficulties due to limited resources and institutional practices. Many faculty members are employed in private institutions or under-resourced public colleges, where professional development opportunities and administrative support are minimal. Faculty are frequently expected to oversee extracurricular activities, participate in committees, manage administrative duties, and mentor students in addition to their regular teaching and research responsibilities, which can overwhelm their schedules (Binalay & Brobo, 2025). Inadequate training in prioritization, delegation, and strategic time use exacerbates these pressures, often resulting in burnout and lower job satisfaction. Consequently, effective time management becomes crucial not only for performance but also for sustaining faculty well-being and professional fulfillment.

Job satisfaction among faculty members in Panabo City is shaped by local workplace conditions that also influence their time management practices. Limited salary relative to workload often compels teachers to seek additional income sources, reducing the time available for lesson planning and academic tasks. Inadequate administrative support, unclear guidelines, and excessive non-teaching assignments further disrupt effective scheduling and prioritization. Resource constraints, including insufficient instructional materials and facilities, require additional preparation time, contributing to inefficiencies in task execution. Heavy teaching loads combined with administrative duties create overlapping responsibilities, making it difficult for faculty members to manage their time effectively. Moreover, limited participation in decision-making and inconsistent communication affect motivation and focus, leading to procrastination and poor task organization. These contextual challenges collectively hinder effective time management and, over time, contribute to lower job satisfaction among faculty members (Santos, 2023; Reyes & Cruz, 2024).

Despite the growing literature on time management and job satisfaction, contextual gaps remain evident in the current body of research. Most existing studies are conducted in international or highly developed university settings, which may not accurately reflect the conditions in Philippine private colleges such as North Davao Colleges, Inc., Panabo City. Local institutional realities such as larger teaching loads, multiple administrative assignments, and limited support systems are often not sufficiently examined. As a result, there is still limited understanding of how these contextual factors influence faculty time management practices and their job satisfaction.

In terms of methodological and substantive gaps, previous studies are largely dominated by quantitative approaches that focus on general relationships between time management and job satisfaction, often neglecting deeper exploration of faculty experiences. Few studies examine time management in terms of its specific dimensions such as planning, prioritization, and task execution—and how these individually influence job satisfaction components such as work environment, professional growth, and workload satisfaction. Moreover, there is a scarcity of studies focusing on private higher education institutions in the Philippines, particularly those that explore faculty perceptions and lived experiences. This highlights the need for localized and dimension-specific research that provides both statistical evidence and contextual understanding of faculty time management and job satisfaction.

Given these gaps, there is an urgent need to conduct this study as it provides a more localized and dimension-specific understanding of how time management skills influence faculty job satisfaction in North Davao Colleges, Inc., Panabo City. The findings of this research will contribute to bridging the gap between global theories and local educational realities by offering empirical evidence grounded in the Philippine private college context. Furthermore, this study will provide valuable insights for school administrators and policymakers in designing targeted interventions such as time management training programs, workload balancing strategies, and faculty development initiatives. Ultimately, this research contributes to the existing body of knowledge by enriching the literature on faculty time management and job satisfaction while providing practical implications for improving institutional effectiveness and teacher well-being in similar educational settings.

THE STUDY'S OBJECTIVES

This study aims to examine the influence of time management skills on the job satisfaction of college faculty members. Specifically, it seeks to determine how different dimensions of time management contribute to teachers' job satisfaction and to identify which aspects of time management serve as significant predictors of job satisfaction. Specifically, this study aims to:

1. Determine the level of time management skills as perceived by college faculty members in terms of:
   1.1 Planning
   1.2 Prioritization
   1.3 Task execution
2. Determine the level of job satisfaction as perceived by college faculty members in terms of:

2.1 Work environment
2.2 Professional growth
2.3 Workload satisfaction

3. Examine the significant relationship between time management skills and job satisfaction of college faculty members.
4. Identify which dimension of time management skills best predicts the job satisfaction of college faculty members.

METHODOLOGY

This section presents the research design, ethical considerations, research respondents, research instrument, data gathering procedures, and data analysis employed in the conduct of the study. It provides an overview of the methods and procedures used to examine the relationship between faculty members' time management skills and their job satisfaction.

Method Used

This study employed a quantitative-predictive research design to examine how faculty members' time management skills predict their job satisfaction. This approach allows for systematic and empirical investigation using measurable data, enabling the identification of the predictive power of specific time management practices on various aspects of job satisfaction (Cohen et al., 2018). The study focuses on naturally occurring time management behaviors and perceptions of job satisfaction without manipulating the environment, which ensures that the findings reflect authentic academic experiences.

Specifically, the research captures current levels of faculty members' time management skills, including planning, prioritization, and task execution, alongside dimensions of job satisfaction, namely work environment, professional growth, and workload satisfaction. Statistical methods, particularly predictive analyses such as multiple regression, are applied to determine how well variations in time management skills can predict differences in faculty members' job satisfaction. This provides empirical evidence of the extent to which effective time management contributes to overall satisfaction in the academic setting.

Through this design, the study generates descriptive data portraying the current status of the variables, as well as inferential data quantifying predictive relationships using statistical tools. This ensures that data collection, analysis, and interpretation are conducted systematically, rigorously, and ethically. The study provides evidence-based insights that can guide school administrators, deans, and faculty members in implementing strategies to enhance time management practices, ultimately promoting a more productive and fulfilling academic environment.

Sources of Data

The respondents of this study were the 46 college faculty members of North Davao Colleges, Inc., Panabo City who met the inclusion criteria. To ensure comprehensive coverage of the target population, the study employed the total enumeration technique, wherein all faculty members who met the criteria are included as respondents. This approach was considered appropriate and reliable, as it eliminated sampling bias and provided an accurate representation of the entire population (Etikan & Bala, 2017; Taherdoost, 2016).

The inclusion criteria specify that only faculty members who (1) are currently teaching at North Davao Colleges, Inc., Panabo City, (2) have a minimum of three years of teaching experience, (3) are aged between 30 to 50 years old, and (4) voluntarily agree to participate in the study are eligible respondents. These criteria ensure that participants have sufficient exposure to academic policies, classroom environments, and professional practices to provide meaningful insights into how time management skills influence their job satisfaction.

Using total enumeration allowed the study to include all eligible faculty members without resorting to sampling procedures, which ensure inclusivity and balanced representation across programs and departments. This approach captures diverse perspectives on time management skills, including planning, prioritization, and task execution, and how these skills relate to faculty members' satisfaction in terms of work environment, professional growth, and workload management. By involving all eligible faculty members, the study minimizes the risk of underrepresenting any subgroup, which strengthens the reliability and generalizability of the findings.

Including faculty members with at least three years of experience ensured that respondents have adequate exposure to multiple teaching situations, administrative responsibilities, and student cohorts. This duration allows faculty to provide informed observations regarding their time management practices and how these influence their professional satisfaction.

Additionally, focusing on faculty aged 30 to 50 allows the study to capture perspectives from experienced educators who are actively engaged in teaching, research, and service, which balances insight with relevance to current academic environments.

The voluntary participation criterion ensured that respondents are willing to engage thoughtfully in the study, which promotes authenticity and accuracy of the data collected. Including all faculty members who meet these criteria captures variations in professional experiences, departmental contexts, and perceptions of work-life balance, which provides a richer understanding of the relationship between time management skills and job satisfaction.

Moreover, the inclusion criteria also ensured that participants are actively involved in core academic duties such as lesson planning, classroom instruction, assessment, and administrative responsibilities, which are directly related to the constructs under investigation. Faculty members who engage in collaborative activities, mentoring, or research are able to reflect on the role of time management in managing multiple obligations and enhancing satisfaction.

Employing total enumeration facilitated comprehensive data analysis, enabling the researcher to examine patterns, correlations, and associations across the full population of eligible respondents. This approach reduces potential sampling errors, enhances the credibility of the findings, and ensures that the conclusions are grounded in the real experiences of faculty members at North Davao Colleges, Inc., Panabo City.

Finally, involving all eligible faculty members allowed the study to generate insights and practical recommendations that can support institutional policies, faculty development programs, and strategies to improve time management practices. This ultimately contributes to increased faculty satisfaction, optimized workload management, and improved overall academic performance within the college.

Data Gathering Instrument

The primary instruments for this study are structured questionnaires designed to measure time management skills and job satisfaction. The questionnaire for time management skills was adapted from Macan (1994), while the job satisfaction questionnaire was adapted from Skaalvik and Skaalvik (2020). Both instruments consist of closed-ended Likert-scale items to quantify faculty members' perceptions of their time management practices and their job satisfaction. The instruments are contextualized to reflect the local environment of faculty members at North Davao Colleges, Inc., Panabo City.

Sampling Technique

The study utilized a total enumeration technique, wherein all faculty members who met the inclusion criteria were selected as respondents. A total of forty-six (46) college faculty members participated in the study. This method was deemed appropriate as it ensured complete coverage of the target population, thereby minimizing sampling bias and allowing for a more accurate representation of faculty experiences.

By employing total enumeration, the study avoided the need for sampling procedures and ensured inclusivity across different programs and departments. This approach enabled the collection of diverse perspectives on time management skills—such as planning, prioritization, and task execution—and their relationship to job satisfaction, particularly in areas like work environment, professional growth, and workload management. Including all qualified respondents reduced the likelihood of underrepresentation of any subgroup, thereby enhancing the reliability and generalizability of the findings.
To ensure the relevance and quality of responses, only faculty members with at least three years of teaching experience and within the age range of 30 to 50 years were included. This criterion guaranteed that participants had sufficient exposure to various teaching and administrative responsibilities, allowing them to provide informed insights. Moreover, participation was voluntary, encouraging honest and thoughtful responses. Overall, the use of total enumeration strengthened the study by enabling comprehensive data analysis and ensuring that the findings accurately reflect the experiences of faculty members at North Davao Colleges, Inc., Panabo City.

Procedure of the Study

The data gathering process for this study at North Davao Colleges, Inc., Panabo City followed a structured and ethically guided protocol to ensure the accuracy, reliability, and validity of the results. The procedures were organized into several key stages: Ethics Review, Validation of the Instruments, Endorsement from the Dean, Permit to Conduct the Study, and Administration and Retrieval of Questionnaires.

Ethics Review. Prior to conducting the study, the research proposal underwent an ethics review, and an Ethics and Compliance Certificate (Pink Certificate) was issued on December 17, 2025. This ensured full compliance with ethical standards for research involving human participants. The review confirmed that the rights, welfare, and confidentiality of the faculty respondents at North Davao Colleges, Inc., Panabo City were protected throughout the study. Ethical principles, including voluntary participation, informed consent, and data privacy, were strictly observed in accordance with the Data Privacy Act of 2012.

Validation of the Instruments. The research instruments were subjected to expert validation starting on January 22, 2026 and concluded on January 26, 2026 to ensure clarity, relevance, and alignment with the constructs of time management skills and job satisfaction. Feedback from experts, research advisers, and panel members was incorporated to refine the instruments. To further ensure reliability, the instruments were pilot tested among thirty (30) faculty members outside the study locale. The pilot testing was conducted through letters sent to Northlink Technological College on February 23, 2026, with a Certificate of Appearance issued on February 25, 2026, and to Maryknoll College of Panabo, Inc. on February 25, 2026, with a Certificate of Appearance issued on February 26, 2026. The results of the pilot testing yielded a Cronbach's alpha of 0.904 for time management skills and 0.896 for job satisfaction, indicating that the instruments were reliable and suitable for the main study.

Endorsement from the Dean. After completing the validation process and ethics review, a formal endorsement from the Dean of the Graduate School, Rizal Memorial Colleges, Inc., Dr. Nelia Aga, was secured on January 8, 2026. This endorsement served as an official approval, confirming that the study met academic and ethical standards and was appropriate for implementation with the identified faculty respondents.

Permit to Conduct the Study. Following Dean's endorsement, a formal request to conduct the study was submitted to the administration of North Davao Colleges, Inc. on January 29, 2026. Upon approval, the study was officially scheduled to commence, and a Certificate of Appearance was issued on March 3, 2026, signifying that the researcher was authorized to proceed with the data gathering activities. Coordination with the administration and faculty members was conducted to facilitate proper scheduling and smooth communication throughout the process.

Administration and Retrieval of Questionnaires. The validated survey questionnaires on time management skills and job satisfaction were distributed to the 46 faculty respondents who met the inclusion criteria on March 3, 2026 at North Davao Colleges, Inc., Panabo City. Prior to answering the questionnaires, the respondents were oriented regarding the objectives of the study and were reminded of ethical considerations, including voluntary participation, confidentiality, and their right to withdraw at any time without penalty. Informed consent was obtained from all respondents before data collection began. The questionnaires were administered either in paper-based format or through secure online platforms, depending on the availability of resources and the preference of the respondents. Sufficient time was allotted for completion, and all questionnaires were retrieved within the agreed period on March 3, 2026. After collection, the responses were systematically organized, encoded, and prepared for statistical analysis. Appropriate statistical tools were used to examine the relationship between time management skills and job satisfaction among faculty members. These procedures ensured the validity, reliability, and integrity of the data while maintaining the confidentiality and comfort of all participants.

Statistical Treatment

For a comprehensive interpretation and analysis of the data, the following statistical tools were utilized:
For the first two research subproblems, which determine the level of time management skills and the level of job satisfaction of faculty members, the weighted mean and standard deviation were employed. These measures provide an overview of the respondents' answers and indicate the consistency or variability of their perceptions across the different dimensions of time management and job satisfaction.

To test the third subproblem, which examines whether a significant relationship exists between time management skills and job satisfaction, the Pearson Product-Moment Correlation Coefficient (r) was used. Pearson's r is appropriate for assessing the strength and direction of the linear relationship between these two continuous variables.

For the fourth subproblem, which seeks to identify which dimensions of time management skills significantly predict job satisfaction, multiple regression analysis was utilized. This statistical tool evaluates the relative contribution of each dimension such as planning, prioritization, and task execution to the overall job satisfaction of faculty members.

Ethical Consideration

This study ensures that faculty members from North Davao Colleges, Inc., Panabo City are treated with respect, fairness, and care throughout the research process. Ethical principles such as informed consent, confidentiality, risk minimization, and transparency guide the study to protect participants' rights, well-being, and privacy.

Social Value. The study aims to examine the relationship between faculty members' time management skills and their job satisfaction at North Davao Colleges, Inc., Panabo City. Findings provide insights that help school administration and deans of colleges improve faculty work environments, support professional growth, and enhance overall job satisfaction. Beyond the local context, results may inform policies, programs, and strategies to strengthen faculty well-being and institutional effectiveness in other higher education settings.

Informed Consent. Informed consent is obtained from all faculty members of North Davao Colleges, Inc., Panabo City prior to data collection. Participants are fully informed about the study's purpose, objectives, and procedures. Participation

is voluntary, with no risks involved, and participants may withdraw at any time without consequence. Consent forms are written in clear and accessible language, and participants are encouraged to ask questions before agreeing to take part.
Vulnerability of Respondents. Although faculty members of North Davao Colleges, Inc., Panabo City are not considered a vulnerable group, reflecting on their time management practices and job satisfaction may cause minor discomfort. To address this, data collection is conducted using non-intrusive survey instruments. Participants may skip any items they feel uncomfortable answering and may withdraw at any point without consequence.

Privacy and Confidentiality. Protecting respondents' privacy at North Davao Colleges, Inc., Panabo City is a priority. All data are anonymized, with identifying information removed from reports. Collected data are securely stored in password-protected files accessible only to the researcher. The study adheres to data privacy policies to ensure strict confidentiality throughout the research process.

Risk, Benefits, and Safety. The study poses minimal risk to faculty members of North Davao Colleges, Inc., Panabo City, as it employs surveys and questionnaires. Minor discomfort may arise when reflecting on personal time management skills or perceptions of job satisfaction, but participants may omit sensitive items. The benefits outweigh the risks, as findings provide guidance for improving time management strategies, work-life balance, and job satisfaction. Participants are given access to the results for awareness and professional reflection.

Justice. The principle of justice is observed by providing equal opportunity for all eligible faculty members of North Davao Colleges, Inc., Panabo City to participate. Selection is free from bias, and findings are fairly shared with relevant stakeholders to ensure equitable access to the study's benefits.

Transparency. Transparency is maintained throughout the research process. Faculty members of North Davao Colleges, Inc., Panabo City are informed of the study's purpose, procedures, potential risks, and benefits before participation. Stakeholders, including deans and administrators, are updated on progress, and findings are disseminated upon completion to support practical applications in improving faculty time management and job satisfaction.

Qualification of Researcher. The researcher is trained in educational research and is knowledgeable about ethical principles such as informed consent, confidentiality, and data protection, ensuring that the study is conducted competently and respectfully at North Davao Colleges, Inc., Panabo City.

Conflict of Interest. The researcher declares no conflict of interest. The study is conducted independently, free from personal or financial bias, and any potential conflict is disclosed to participants and stakeholders of North Davao Colleges, Inc., Panabo City.

Adequacy of Facilities. Data collection takes place in safe and conducive environments within North Davao Colleges, Inc., Panabo City, whether in quiet offices, faculty lounges, or secure online platforms. Proper tools and secure data storage ensure accuracy, comfort, and confidentiality.

Community Involvement. The study values the participation of the academic community of North Davao Colleges, Inc., Panabo City by aligning its objectives with the improvement of faculty time management and job satisfaction. Feedback from administrators, deans, and faculty members is considered in refining the research instrument, and findings are shared with stakeholders to guide strategies that enhance professional efficiency, well-being, and workplace satisfaction.

RESULTS

The study revealed that faculty members demonstrated a **high level of time management skills** with an overall mean of **3.59**. Among the dimensions, **planning** obtained the highest mean (M = 3.75), followed by **task execution** (M = 3.55) and **prioritization** (M = 3.48). These findings indicate that faculty members generally organize, schedule, and accomplish academic responsibilities effectively. The low standard deviation values further suggest consistency in faculty responses. The findings support previous studies emphasizing that effective time management enhances productivity, reduces stress, and improves professional fulfillment among educators.

In terms of **job satisfaction**, faculty members also reported a **high level** with an overall mean of **3.54**. Among the dimensions, **work environment** obtained the highest mean (M = 3.66), followed by **workload satisfaction** (M = 3.59), while **professional growth** was rated moderate (M = 3.36). The results imply that faculty generally perceive their work environment and workload positively, although opportunities for professional development may still require improvement. These findings align with literature highlighting that supportive organizational climate and balanced workload contribute significantly to faculty satisfaction and well-being.

Correlation analysis revealed a **significant positive relationship** between time management skills and overall job satisfaction ($r = 0.504$, $p = 0.000$). Specifically, planning ($r = 0.464$), prioritization ($r = 0.353$), and task execution ($r =$

0.364) all showed significant associations with job satisfaction. This indicates that faculty members with stronger time management skills tend to experience higher levels of job satisfaction. The findings support the view that effective management of academic responsibilities reduces stress and enhances professional fulfillment.

The regression analysis further showed that among the dimensions of time management skills, only **planning** significantly predicted job satisfaction ($\beta = 0.369$, $p = 0.014$). The overall model was statistically significant ($R^2 = 0.281$, $F = 5.465$, $p = 0.003$), indicating that time management skills explained 28.1% of the variance in job satisfaction. The results suggest that systematic planning plays a crucial role in helping faculty manage workload demands, improve efficiency, and enhance professional satisfaction.

Summary

The findings of the study were summarized as follows:

1. The results revealed that faculty members in North Davao Colleges, Inc., Panabo City demonstrated a high level of time management skills, with an overall mean of 3.59 and a standard deviation of 0.26. Among the dimensions, Planning obtained the highest mean of 3.75, followed by Task Execution with 3.55, while Prioritization had the lowest mean of 3.48, though all were interpreted as High. These findings suggested that faculty members effectively managed their time, particularly in planning and completing tasks, which contributed to their professional productivity and effectiveness.
2. The results revealed that the faculty members' level of job satisfaction was high, with an overall mean of 3.54 and a standard deviation of 0.14. This indicated that, in general, the respondents were satisfied with their work conditions and experiences. Among the dimensions, Work Environment obtained the highest mean of 3.66 with a standard deviation of 0.25, interpreted as High, followed by Workload Satisfaction with a mean of 3.59 and a standard deviation of 0.20, also rated High. Meanwhile, Professional Growth recorded the lowest mean of 3.36 with a standard deviation of 0.18 and was interpreted as Moderate, suggesting that opportunities for career advancement and professional development were perceived as less satisfactory compared to other aspects. Overall, the findings showed that faculty members were generally satisfied with their jobs, particularly in terms of their work environment and workload management, although professional growth remained an area for improvement.
3. The results revealed that there was a significant positive relationship between faculty members' time management skills and their overall job satisfaction. All dimensions of time management skills were found to be significantly related to job satisfaction, as shown by the rejection of the null hypothesis in all cases. Planning ($r = 0.464$, $p = 0.001$) showed a moderate positive relationship, followed by Task Execution ($r = 0.364$, $p = 0.013$) and Prioritization ($r = 0.353$, $p = 0.016$), both indicating significant positive relationships. Overall, time management skills were also significantly correlated with job satisfaction ($r = 0.504$, $p = 0.000$), suggesting that better time management among faculty members was associated with higher levels of job satisfaction.
4. The regression analysis revealed that time management skills significantly predicted the job satisfaction of faculty members ($R = 0.530$, $R^2 = 0.281$, $F = 5.465$, $p = 0.003$), indicating that 28.1% of the variance in job satisfaction was explained by the combined dimensions of time management skills. Among the predictors, only Planning ($B = 0.154$, $\beta = 0.369$, $t = 2.560$, $p = 0.014$) was found to be a significant predictor of job satisfaction, suggesting that better planning practices significantly increased faculty job satisfaction. In contrast, Prioritization ($p = 0.591$) and Task Execution ($p = 0.170$) did not show significant predictive influence. The overall findings indicated that Planning was the best predictor of job satisfaction among the time management skills dimensions, emphasizing its key role in enhancing faculty members' satisfaction at work.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The faculty members demonstrate a high level of time management skills. Their planning, prioritization, and task execution practices are consistently effective, which indicate strong abilities to organize, prioritize, and complete their academic responsibilities efficiently.

2. The faculty members generally exhibit a high level of job satisfaction. While work environment and workload satisfaction are notably high, professional growth is moderate, which indicates that opportunities for advancement existed but could be further enhanced. The overall findings suggest that faculty members are highly contented with their work conditions and professional experiences.

3. The results reveal a significant relationship between time management skills and job satisfaction among faculty members. Planning shows a moderately strong positive correlation with job satisfaction, which leads to the rejection of the null hypothesis. Prioritization also demonstrates a significant positive relationship, likewise, resulting in the rejection of the null hypothesis. Similarly, task execution exhibits a significant positive correlation. The overall time management skills have a stronger positive relationship with job satisfaction, which indicates that higher levels of time management skills are associated with higher levels of job satisfaction among faculty members.

4. The regression results show that planning is the only significant predictor of faculty job satisfaction, which indicates that higher levels of planning meaningfully increase satisfaction. In contrast, prioritization and task execution do not significantly predict job satisfaction. The model reveals that time management skills collectively contribute to predicting

job satisfaction, with planning emerging as the best predictor. The conclusion is supported by Time Management Theory, which emphasizes that effective planning enhances individuals' sense of control over their tasks, leading to higher satisfaction. Further, it is reinforced by the Job Demands–Resources (JD-R) Model, where planning functions as a personal resource that helps employees cope with job demands, thereby increasing job satisfaction. Similarly, Herzberg's Two-Factor Theory supports the finding, as planning contributes to intrinsic motivators such as achievement and personal growth, which are key drivers of satisfaction. In addition, Social Cognitive Theory explains that planning strengthens self-regulation and self-efficacy, enabling faculty to feel more competent and in control of their performance. Lastly, Organizational Climate Theory suggests that structured planning practices contribute to a more organized and supportive work environment, which enhances overall job satisfaction. Together, these theories explain why planning, among time management skills, emerges as the strongest predictor of faculty job satisfaction.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:

The school administration may enhance faculty job satisfaction by strengthening institutional support for effective time management practices. This may be achieved by providing structured time management training, allocating protected time for lesson planning and academic preparation, and ensuring adequate resources for teaching, research, and administrative tasks. Administrators may also review workload distribution policies and implement mechanisms that promote fairness and balance among faculty members. In addition, recognition systems and supportive supervision may be strengthened to further improve motivation, engagement, and satisfaction.

Faculty members may improve their job satisfaction by further developing their time management skills, particularly in planning, prioritization, and task execution. This may be achieved through the consistent use of academic planners, digital scheduling tools, and goal-setting techniques to better organize academic responsibilities. Faculty members may also strengthen self-monitoring practices to track task completion and ensure efficiency in handling teaching, research, and administrative duties. Participation in professional development programs focused on time management and productivity may also help reinforce these skills.

Students may benefit from improved faculty time management through more organized instruction, timely feedback, and better classroom management. This may be achieved when students also practice responsibility by attending classes regularly, submitting requirements on time, and actively engaging in academic activities. Such cooperation may contribute to a more efficient and productive learning environment that supports both teaching and learning processes.

Future researchers may further explore the relationship between time management skills and job satisfaction by conducting studies that examine intervention programs aimed at improving faculty efficiency and well-being. This may be achieved through longitudinal studies, experimental designs, or comparative research across different institutions. Further investigation into additional variables such as leadership style, organizational support, and work-life balance may also provide deeper insights into factors influencing faculty job satisfaction.

Specifically, since several items under the dimensions of prioritization, work environment, professional growth, and workload satisfaction obtained only moderate ratings, the school administration may consider targeted improvements in these areas. Since faculty showed difficulty in adjusting priorities when new responsibilities arise, training on adaptive time management and workload flexibility may be provided. Since collaboration and policy transparency were only moderately rated, stronger communication systems and participatory decision-making may be implemented. Since professional development opportunities and career advancement support were also moderate, the institution may expand access to training, mentoring, and promotion pathways. Lastly, since workload balance and stress management were not consistently high, workload review and wellness support programs may be strengthened to promote better faculty well-being and satisfaction.

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