

Teachers' Time Management Practices and Their Effect on Career Contentment



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ABSTRACT: This research examined the time management practices of teachers and their effect on career contentment. This study aimed to assess the extent of teachers' time management practices in planning, setting goals, and prioritizing; explored the significant relationship between the level of teachers' time management practices and their job satisfaction; and identified which independent variables, singly or in combination, have a significant effect on teachers' career satisfaction. Likewise, this study was conducted in three schools in East- I District, Cagayan de Oro City Division with 163 teacher-respondents. An adapted questionnaire was administered to gather the data employing a descriptive correlational and causal research design. It also utilized Mean and Standard deviation for the descriptive measures, Pearson Product Moment Correlation Coefficient (Pearson r) to determine the relationship, and Multiple Linear Regression for predictive analysis. The findings indicated that teachers showed excellence in Goal Setting and Prioritizing. It is inspiring to note that all three independent variables were positively related to career contentment. Additionally, regression analysis revealed that Prioritizing greatly affected career contentment. This concludes that effective time management practices, especially Prioritizing and Goal Setting, play vital roles in enhancing career contentment among teachers. To improve teachers' well-being, it is recommended that professional development programs and initiatives that foster professional growth and boost teachers' morale focus on strengthening planning capabilities, utilizing goal setting, and prioritizing methods.

KEYWORDS: goal setting, planning, prioritizing, time management

I. INTRODUCTION

Teaching is viewed as the most honorable job of all. The current educational landscape is characterized by the increasing demands of teachers' extensive responsibilities beyond mere classroom instruction. As such, teachers need to manage their time well. In so doing, they can significantly improve their capability to meet their job expectations while striving to balance their administrative tasks, extra-curricular activities, their professional obligations, and their personal lives. The demand for multitasking requires proficient time management, allowing teachers to fulfill professional commitments while managing their diverse responsibilities.

Proficient time management is an essential competency that allows teachers to effectively manage their time to complete tasks and achieve their objectives. Doing this involves planning, organizing, and controlling how time is used to maximize productivity and minimize waste. With efficient time management skills, teachers can reliably complete responsibilities and meet deadlines. More importantly, it helps them reduce stress, increase focus, and create a better work-life balance. Markovitz and Ulrich (2019) highlighted that although multitasking can be difficult, it becomes more feasible when teachers can organize their responsibilities efficiently and set clear priorities.

Additionally, successful time management for teachers depends on their ability to organize, set goals, and prioritize tasks. By dedicating time to planning, teachers can guarantee that classroom activities, teaching materials, and evaluations are well-prepared and based on their educational objectives. Defining explicit and attainable goals allows teachers to focus on essential activities, improving classroom efficiency and boosting student involvement (García-Martínez et al. 2020). Prioritizing responsibilities, on the one hand, allows teachers to devote their time to the most significant activities, and reduces the risk of burnout from less critical tasks. This method boosts their efficiency and encourages balanced handling of their work responsibilities, for job satisfaction and better learner performance (Ahmed, 2019). This balance enables teachers to provide excellent instruction while prioritizing their well-being, boosting job satisfaction, and maintaining career fulfillment

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Career contentment, on the other hand, can be referred to as one's feeling of being satisfied and having fulfillment with his experiences in his professional life. It is not just having a job that pays well but it is in finding value in what he does and in feeling that the work is contributing to something greater than himself. When one is content in his career, he is more likely to be motivated, be more productive, and is more resilient in the face of any challenges. He is more driven to align his skills, interests, and values with his job. It could also be referred to as a key measure for evaluating the teachers' well-being and retention.

Additionally, job satisfaction often focuses on immediate aspects like salary or work conditions; career contentment involves a broader and greater sense of purpose and satisfaction over time (McNall et al., 2020). Moreover, he noted that in light of the increasing focus on teacher effectiveness and performance, it is important to shift the discourse beyond short-term job satisfaction and investigate how teachers find meaning and purpose in their careers. Career contentment involves more than just being content with daily activities; it reflects a profound sense of professional identity and long-lasting fulfillment. Teachers who experience this level of career contentment tend to be more motivated, committed, and effective in their roles. This research is important, especially in light of the most recent adjustments made to education and the increased demands that the global crisis is placing on teachers. Appropriate time management is more crucial than ever when educational institutions adjust to mixed learning environments.

Even though the value of time management in education is becoming more widely acknowledged, little is known about how it impacts long-term career contentment. Therefore, this research sought to determine teachers' time management strategies and job satisfaction. By analyzing the time management practices of teachers, particularly in planning, goal setting, and prioritization, this study identified the best methods and chances for improvement and how time management could enhance teachers' overall satisfaction and career fulfillment.

Theoretical/Conceptual Framework

This study was primarily grounded in Self-Determination Theory (SDT) and Time Management Theory; both of which are crucial for grasping teachers' approaches to time management and job satisfaction.

Self-Determination Theory (SDT), first proposed by Deci and Ryan (2018), highlighted the importance of three core psychological needs: autonomy, competence, and relatedness. In the educational setting, meeting these needs was closely linked to teachers' skills in planning, establishing goals, and prioritizing responsibilities. Recent research by Slemp et al. (2020) revealed that when teachers felt they had the freedom to make decisions about their professional duties, viewed themselves as competent in their roles, and experienced a sense of community in their work environment, they were more likely to attain job satisfaction.

Time Management Theory, as detailed in the research by Claessens et al. (2019), emphasizes the importance of setting objectives, arranging tasks, and prioritizing actions to improve productivity and reduce stress. This theory was consistent with the sub-variables of this study, such as planning, goal formulation, and prioritization. He also mentioned that teachers who thrived in these time management strategies typically experienced lower stress levels and increased job satisfaction.

In this study, Self-Determination Theory (SDT) and Time Management Theory are emphasized through the main question regarding the impact of teachers' time management practices on their job satisfaction. As per SDT, teachers who felt in command of their schedules and able to manage their responsibilities effectively were more likely to feel motivated and fulfilled in their careers. In the same way, Time Management Theory emphasizes the significance of setting goals, prioritizing tasks, and planning to mitigate stress risks and enhance productivity.

II. METHODOLOGY

This study employed a descriptive-correlational and causal research design. A correlational research design explores the connections between variables without the researcher influencing or altering them. A correlation that may be either positive or negative indicates the strength and/or direction of the association between two or more variables (Bhandari, 2023).

A causal research design, on the other hand, was used to determine if there is a cause-and-effect relationship in a given situation or a change in one of the independent variables that may cause a change in the dependent variable (Creswell, 2021). In this study, these research designs were chosen as they facilitated finding out the relationship between teachers' time management practices and their career contentment.

The following statistical tools were employed to analyze the data for each research question. For Problems 1 and 2, the Mean and Standard Deviation were used to analyze the factors associated with teachers' time management practices and career contentment. For Problem 3, the Pearson Product Moment Correlation Coefficient (Pearson r) was employed to analyze the significant relationship between the independent variables on teachers' time management practices, and the dependent variable on career contentment. For Problem 4, Multiple Linear Regression was used to identify which among the independent variables, singly or in combination, significantly affected the dependent variable.

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III. RESULTS AND DISCUSSION

Problem 1. What is the teachers' level of time management practices in terms of:

- 1.1 planning,
- 1.2 goal setting, and
- 1.3 prioritizing?

Table 1, shows the summary of Teacher's Time Management Practices. As reflected, it can be seen that the overall Mean is 4.19 and SD=0.71, described as Agree and interpreted as Good. This implies that teachers exhibit admirable time management abilities. This further means they proactively organize, establish objectives, and rank tasks to handle their responsibilities effectively. Although their time management capabilities are commendable, there may still be opportunities to refine their approaches to improve productivity and achieve a better work-life balance. Well-organized time management can help achieve teaching effectiveness, job fulfillment, and career development.

Table 1: Summary Table of Teachers' Time Management Practices

Variables	Mean	SD	Description	Interpretation
Planning	4.10	0.76	Agree	Good
Goal Setting	4.26	0.69	Strongly Agree	Excellent
Prioritizing	4.22	0.69	Strongly Agree	Excellent
Overall Mean	4.19	0.71	Agree	Good

Fundamentally, time management practices entailed making deliberate decisions regarding time allocation, emphasizing the significance and urgency of various tasks (Babulicová, 2023). Successful time management involves prioritizing tasks according to their importance and urgency. Teachers can improve their productivity, lessen stress, and accomplish immediate and long-term objectives when time is used intelligently. Thus, experiencing a well-balanced and happier work life.

In the same table, Goal Setting exemplified the highest Mean of 4.26 with SD = 0.69, described as Strongly Agree and interpreted as Excellent. This confirms that teachers have strong confidence in establishing clear and realistic goals. Productivity requires fundamental goal-setting elements as its primary requirement. Those who perform well in goal setting prefer to channel their work direction toward specific objectives. Setting objectives helps direct motivation and concentration levels. Likewise, goal setting enhances job performance while guiding employees toward essential priorities that improve effectiveness and decrease work-related stress. Data from Zimmerman (2022) demonstrated that properly set goals enhanced intrinsic motivation; thus, resulting in superior performance and task accomplishment.

Moreover, establishing specific and well-articulated goals is crucial for enhancing job performance and preserving consideration of essential priorities. When teachers set thoughtful objectives, they acquire a sense of purpose that increases their motivation and productivity. Having organized goals aids in completing tasks effectively and lessens work-related stress. As such, a solid sense of purpose fosters persistence, enabling individuals to remain dedicated in the face of obstacles. By frequently setting and adjusting goals, one can improve his efficacy, maintain his motivation, and reach lifelong success in his career.

Planning, on the same table, has the lowest Mean of 4.10 and SD = 0.76, described as Agree and Interpreted as Good. Planning serves as a fundamental prerequisite for efficiency. This further explains the importance of managing workload and minimizing stress enabling teachers to handle their tasks more effectively and efficiently. In contrast, when planning is unstable, it creates difficulties for tasks. Hence, developing advanced planning abilities acts as a solution to minimize inefficiencies. Tannenbaum's, et al. (2022) study, revealed that teachers who practiced planning approaches such as time blocking, and prioritization matrices achieved higher task management skills with lower stress levels.

Macan (2020) also supported this finding emphasizing that effective planning creates calmer emotions while producing enhanced work results. As such, they are assured that crucial tasks are accomplished without feeling overwhelmed. On the other hand, some teachers may have trouble deciding between thorough planning and practical work. Thus, structured planning is essential for managing workload efficiency and minimizing stress, enabling individuals to handle tasks more effectively.

Problem 2. What is the teachers' level of career contentment?

Table 2 shows the Teachers' Time Management Practices in Career Contentment. The results indicated an overall Mean of 4.38 and SD=0.71, described as Strongly Agree and interpreted as Very Highly Contented. This showed that teachers experience high job satisfaction and are pleased with their careers or professions. Rivera and Petty (2021) highlighted the significance of work-life balance for career contentment. Their research supports this conclusion, highlighting that teachers who managed their

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personal and professional responsibilities well indicated greater job satisfaction and happiness. This further implies that teachers' general job satisfaction considerably increases when they attain a sense of balance.

Indicator 2, *I believe in my ability as a good teacher*, has the highest Mean=4.50 and SD=0.63, described as Strongly Agree and interpreted as Very Highly Contented. This proves that teachers did their best ability in the exercise of their profession. This is consistent with the study of Classen et al. (2020), highlighting that teachers with strong confidence in their skills are typically more motivated and productive in their work. Their self-assurance has a beneficial effect on learning outcomes and learner engagement in addition to advancing their professional development. This implies that increasing teachers' self-efficacy plays a significant role in improving learner achievement and teacher effectiveness.

Table 2: Career Contentment

Indicators	Mean	SD	Description	Interpretation
1. I am very clear about where I want my job to go.	4.33	0.67	Strongly Agree	Very Highly Contented
2. I believe in my ability as a good teacher.	4.50	0.63	Strongly Agree	Very Highly Contented
3. I am driven and excited about becoming an effective teacher.	4.34	0.70	Strongly Agree	Very Highly Contented
4. I believe my job is going in the right direction.	4.43	0.69	Strongly Agree	Very Highly Contented
5. I feel generally happy and satisfied with my job.	4.32	0.71	Strongly Agree	Very Highly Contented
6. I am happy with the chances of job growth.	4.45	0.72	Strongly Agree	Very Highly Contented
7. I put my skills and abilities to good use at work.	4.41	0.76	Strongly Agree	Very Highly Contented
8. I like that my job fits well with the morals I hold dear.	4.38	0.73	Strongly Agree	Very Highly Contented
9. I feel good about my job because it gives me a sense of success.	4.36	0.71	Strongly Agree	Very Highly Contented
10. I get the professional satisfaction I sought as a teacher.	4.27	0.73	Strongly Agree	Very Highly Contented
Overall	4.38	0.71	Strongly Agree	Very Highly Contented

Note: 4.21-5.0 Very Highly Contented; 3.41-4.20 Highly Contented; 2.61-3.40 Moderately Contented; 1.81-2.60 Less Contented; 1.0-1.80 Least Contented

In the same table, indicator 10, *I get the professional satisfaction I sought as a teacher*, got the lowest Mean = 4.27, SD = 0.73, described as Strongly Agree and interpreted as Very Highly Contented. This proves that the teachers' professional satisfaction remains high; that they are significantly comfortable and satisfied with what they have and what they are as proficient teachers. These teachers have realized and achieved their expectations in their careers and their respective workplaces. According to Hughes et al. (2019), several work-related elements including environment, leadership support, and professional development opportunities contribute to the level of professional satisfaction of teachers.

Problem 3. Is there a significant relationship between the teachers' level of time management practices and career contentment?

Table 3: Correlation Analysis Between Time Management and Career Contentment

Independent Variables	r-value	p-value	Description	Decision on Ho	Interpretation
Planning	0.624**	0.000	Moderately Positive	Reject	Significant
Goal Setting	0.672**	0.000	Moderately Positive	Reject	Significant
Prioritizing	0.666**	0.000	Moderately Positive	Reject	Significant

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

As shown in the table, each of the three independent variables—planning, goal setting, and prioritizing—demonstrates a moderately positive correlation with career satisfaction. The assumption regarding a substantial connection is dismissed. In this research, findings additionally indicated that goal setting had the highest value of $r=0.672$, demonstrating a moderately positive correlation with teachers' job satisfaction. This also suggests that ($r=0.624$, $p < .000$) as teachers' goal-setting skills in time management improve, their job satisfaction increases as well. Therefore, establishing goals has a beneficial effect on job satisfaction. This supports the idea that teachers who establish clear and attainable objectives experienced somewhat greater career satisfaction (Ge et al., 2023).

Likewise, time management in task prioritization yielded a value of $r=0.666$ and demonstrated a moderately positive relationship with career satisfaction. Karakuş et al. (2024) support this finding, highlighting that prioritization serves as a vital time management tactic that boosts productivity and work-life balance, resulting in greater job satisfaction and career fulfillment. He additionally emphasized that proper prioritization enables teachers to concentrate on critical duties, benefiting their professional growth. teachers who focused on their duties or obligations, somewhat enhanced their job satisfaction. Thus, efficient time

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management via prioritization greatly affects job satisfaction and allows individuals to concentrate on crucial tasks, lessen stress, and attain objectives (Sharma, 2024).

Problem 4. Which among the independent variables singly or in combination greatly affect the teachers' career contentment?

Table 4 exhibits the Multiple Linear Regression Analysis to determine which among the independent variables have a great effect on the dependent variable. As shown, it could be seen that Prioritizing has the highest standardized coefficient beta of 0.354 and goal setting = 0.320; their corresponding p values are less than the significant level of $p < .05$. Additionally, the unstandardized coefficient of Prioritizing $X^2 = 0.395$, and followed by Goal Setting $X^1 = 0.342$. The results indicate that Prioritizing and Goal Setting are the best predictors of career contentment among teachers.

This finding pointed out that teachers who deliberately prioritized their work were better equipped to handle stress, meet professional demands, and feel fulfilled in their careers. This result also indicates that teachers who observed objective time management skills were more likely to experience the job satisfaction necessary to maintain their passion for teaching. Lee (2022) discovered that teachers who prioritized essential tasks were better able to delegate or postpone less urgent ones, resulting in improved well-being, work-life balance, and job satisfaction. Hence, in time management practices, prioritizing was identified as the most significant influence on career contentment and work-life balance among teachers in the three school districts, Divisions of Cagayan de Oro City.

Table 4: Multiple Linear Regression

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
Constant	0.691	0.277		2.492	0.014
Planning	0.138	0.101	0.129	1.375	0.171
Goal Setting	0.342	0.104	0.320	3.270	0.001
Prioritizing	0.395	0.088	0.354	4.485	0.000
		R=0.7.29	R ² =0.532	F=60.173	Sig=0.000

a. Dependent Variable: Career Content

b. Predictors: (Constant), Planning, Goal Setting, Prioritizing

The table reveals that the model can extensively foretell career contentment among teachers. Thus, the regression equation is $Y' = 0.342X^1 + 0.395X^2 + 0.69$

Where: 0.691 = constant

Y = Career Contentment

X^1 = Goal Setting

X^2 = Prioritizing

The table also displays the individual standard error of beta coefficient estimates on the independent variables. The $R^2 = 0.532$ means that the model explains that the linear relationship with prioritizing and goal setting describes 53.2% of the variation of career contentment. As indicated in the F value of 60.173 with the corresponding probability value of $< .000$, the regression model is significant in prioritizing and goal setting, or the two mentioned independent variables greatly influence career contentment.

IV. CONCLUSIONS

From the findings of the study, the following conclusions are formulated:

1. Teachers exhibited commendable skills in goal setting and prioritizing; they showed confidence in performing these tasks.
2. Teachers cherished their professions and appreciated their workplaces; their administrators must have shown them full support in their responsibilities.
3. Teachers must have appreciated the skills in setting goals and prioritizing; they possessed confidence in doing their tasks.
4. Teachers can set goals and prioritize tasks and must have been practicing/doing these skills in their daily activities.

V. RECOMMENDATIONS

Based on the findings and the conclusions of the study, the following are highly recommended:

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1. Teachers may sustain or continue to upkeep their goal-setting and prioritizing skills. It is recommended that they need to improve their planning skill. Administrators may hold supplementary professional development activities for the teachers to strengthen their planning abilities.
2. Teachers may maintain their time management practices all the time to experience the best contentment work-life balance and work satisfaction. Administrators may continue supporting teachers with more professional growth opportunities, values, and job gratification programs to sustain and enhance their morale.
3. Teachers may improve their skills in planning. Administrators may give some activities to teachers that may require them to plan activities.
4. Teachers may maintain and broaden their ability in prioritizing and goal setting as these are the best predictors of career contentment. They may enhance their planning abilities. It is highly recommended that administrators organize some activities for teachers to practice and improve this skill.

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