

Research Article

# Influence of Master Teachers' Workload on their Time Management Skills at Don Sergio Osmeña Sr. Memorial National High School

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<https://doi.org/eiki/10.59652/jetm.v2i2.221>

**Abstract:** Master teachers view their pedagogy and go the extra mile to guarantee every student has a positive learning experience. Part of their workload includes regular monitoring, adjusting their teaching strategy where necessary, engaging in systematic problem-solving, and teaching personal account-ability which encompasses timeliness. This study explored the impact of master teachers' workload on their time management along with their demographic profile, perceptions, and impact with the end of crafting a sustainable action plan. The study revealed that most of them are seasoned men-tors, with around two decades of service, with bachelor's degrees and master's units. In terms of perception and influence, most of them believed that there is always room for improvement in the way they manage their time they agreed on the level of satisfaction rendered in teaching with the number of hours in a week. The perception and impact on workload and time management have no significant relationship. The study indicates that they are responsible enough to troubleshoot behavioral problems and strategize classroom management as part of their workload, encouraged to carry out frequent master teacher assessments, and conduct training needs assessments to identify the needs of master teachers in terms of their profession.

**Keywords:** leadership; mentoring; pedagogy; instructional; sustainability

## 1. Introduction

Teachers must be adaptable and compliant, according to professional education requirements, since their responsibilities are limited to the classroom and school grounds, but they are also required to carry out some community service projects outside of the classroom. Those obligations fulfill their solemn pledge or oath before the state that designates them to do any kind of obligation (Pacaol, 2020). Admittedly, teacher workloads are intense and excessive, and there are drawbacks to having an unreasonable workload that significantly influences the quality of instruction, the quality of instructors' professional lives, and the ability of students' learning successes and classroom-based problems (Dibbon in Zydziunaite, 2020 et al.). The findings of Banal and Dela Cruz (2022) showed that the mean of respondents' Adversity Response Profile (ARP) is below average. This in addition to heavy and challenging teaching workloads has negative impacts on the teachers' teaching performance and well-being. Because of their reported heavy workload, they experience stress to add to all the other responsibilities that they have in their personal lives. Moreover, teachers' workload has a negative impact on classroom teaching and learning due to limited time for lesson planning and task assessment (Dorji & Wangchuk, 2022).

However, the perception of heavy workload and the stressful experience of the teachers may not be true for all teachers. Some studies claim that people are not always equally affected by a similar stressful situation (Trèpanier et al., in Geronimo & Olegario, 2020). As pointed out by Jomud et al., (2021), the teaching profession involves being subjected to various job demands that often underpin a perception of a heavy workload. Other examples of job demands are multiple meetings that interfere with preparation time, administrative paperwork generated by the management, and being subjected to constant reforms and changes that demand re-organization of work and work tasks. Montenegro (2022) underscored that there is a positive relationship between teachers' time management techniques and their class

Received: June 9, 2024

Accepted: June 18, 2024

Published: June 29, 2024



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performance. The study also inferred that teachers' lesson planning techniques were very effective for their class performance due to effective time management. In addition, the assignment of teachers' workload has a direct effect on the quality of instruction and other related activities. If teachers are loaded with extra load, their overall efficiency decreases, and teachers who are given appropriate loads are likely to attain a better level of teaching performance (Tancinco, 2016).

Moreover, time management as Gul (2021) emphasized is an essential element of school organization where teachers are expected to perform different responsibilities apart from the teaching-learning process at the institutions. Sometimes they deal with student behavioral problems, interact with their parents, attend meetings, and look after co-curricular activities. Sahito et al., (2016) added that time management concerns with the discovery and application of the most efficient methods of completing assignments of any length within the required time with quality but do not waste time. It is human nature to waste time according to their interests and easiness to deviate from the work and responsibility in any organization. On the other side, some people have good time management skills to develop their habits to get success in their life. But others have developed poor habits related to time which are not proclaimed or admitted by the people as weaknesses.

In many Western education systems, teachers are expected to work long hours during term-time. Yet little is currently known about what the implications of these working patterns are for teachers' well-being and mental health (Jerrim & Sims, 2020). On the other hand, the results of the investigation by Akbar et al., (2021) are as follows: 1) Workload has a positive and significant impact on time management. 2) Workload has a positive and significant impact on work stress. 3) Workload has a positive and significant impact on employee performance. 4) Time management has a positive and significant impact on employee performance. 5) Job stress has a positive and significant impact on employee performance. 6) Expenses have a positive and significant impact on employee performance through time management 7) Workload has a positive and significant impact on employee performance through work stress.

However, all these scholarly findings may vary from their counterparts in other parts of the world specifically in the Philippines where research results speak otherwise. One study by Jimenez (2021) states that the mental health and stress levels of teachers are two important factors that allow them to become holistic classroom managers and leaders. This finding may also have something to do with the psychological mindset of the teachers. This is in corroboration with the study done by Ansis as cited in Lipawen and De Guzman (2022) based on CNN Philippines that one of the most stressful jobs in the country is teaching. Because of this, there is a need to establish the facts as well as the teachers' perception of their workload concerning their time management.

Teaching needs commitment, dedication, and resiliency in doing administrative work and pedagogical practices. In other words, teaching is not merely teaching facts inside the classroom but at the same time other related works that help develop students' performance and transformation when it comes to the behavior of learners being molders of youth responsive to the challenges of the 21st century.

Teachers have a life-long commitment to perform well despite handling multiple ancillary functions. It was a complete package of sacrifice, persistence, and determination. Handling multiple ancillary functions means being prepared holistically, aside from being optimistic and determined; they also need to be strategic (Villanueva et al., 2022). A large share of respondents answered poor management at work and being behind schedule are the reasons. Time management is one of the most common issues in the way of productivity under normal circumstances. The work of teachers and school leaders is an ongoing issue for education systems. Moreover, the work that is done in schools remains highly politicized concerning what is taught, how it is taught, what children learn, and how that learning is measured (Stacey et al., as cited in Creagh et al., 2023).

In this regard, many authors have discussed the need for time management for better incorporating time in theoretical models and research designs as people can manage their time and improve their efforts to make their working environment supportive. Likewise, the report of Olivo (2021) recommends that teachers should keep up with their positive teaching performance by giving the same passion and commitment towards work, they must continue giving most of their time in school to classroom instruction to produce students who are imbued with right values and knowledge.

Teachers clamor for higher pay but shorter working hours. Their work schedule leaves them stressed out and exhausted. Reducing their number of working hours will allow them

to have more time to innovate and enhance classroom teaching resulting in a more productive workforce. Thereupon, Republic Act No. 4670, or the Magna Carta for Public School Teachers provides that teaching hours of teachers shall not be more than six hours. Department of Education (DepEd) issued Memorandum 291 s. 2008 allowed teachers to allot six hours for actual classroom teaching a day, with the remaining two hours to be spent on teaching-related activities. Thus, teachers are required to render a total of eight hours for the day. In addition, a few studies have found that teachers with prior experience in the same grade level, subject area, or district show greater returns to experience than those with less relevant prior experience (Kini & Podolsky, 2016).

In the Division of Cebu City, strict implementation regarding the guidelines of the Results-Based Performance Management System (RPMS) was conducted for all teaching and non-teaching positions. It seeks to ensure that employees focus work efforts toward achieving the Department of Education’s vision, mission, values, and strategic priorities. Laude et al., (2018) emphasized that it is also a mechanism to manage, monitor, and measure performance, and identify human resource and organizational development needs. One of these relevant emphases is the highlighted duties and functions of master teachers to wit; deliver high-quality instructional competence and mentor fellow teachers in achieving professional growth.

In this situation, it is the utmost intention of the researchers in Don Sergio Osmeña Sr. Memorial National High School to strengthen the master teachers’ time management practices which will help them to become more effective and efficient professionals and individuals. Master Teachers would understand further elements/dimensions of time management practices. Moreover, time management is a key to student success in the classroom. Teachers who know how to manage time well can maximize activities that are significant in developing their academic and life skills. This study then is proposed since everybody knows how master teachers are loaded with work in school and how they are pressed for time to accomplish papers or reports on or before the deadline. The findings of the study will help teachers manage their time well and thus, will enable maximum time for student development

1.1. Framework of the Study

The schema or framework of the current study uses the Input-Process-Output (IPO) which helps in planning, documenting, and evaluating the design and performance of a system or a program about the school’s instructional supervision (Figure 1). The quality of instructional supervision is supported by the legal basis of the Republic Act No. 4670, or the Magna Carta for Public School Teachers to promote and improve the social and economic status of public-school teachers, their living and working conditions, their terms of employment and career prospects so that they may compare favorably with existing opportunities in other walks of life. The current investigation anchors the model of Christopher Wickens at the University of Illinois developed the Multiple Resource Theory. It identified several mental resource “pools” people use for multitasking, such as working on the computer while talking on the phone. Pools include task stages such as perception, cognition, and response; inputs from visual, auditory, tactile, and olfactory senses; and reasoning or processing, including subconscious, symbolic, and linguistic processes. In this model, a person can multitask effectively if the tasks do not require the same resource pool (Chinn, 2024).

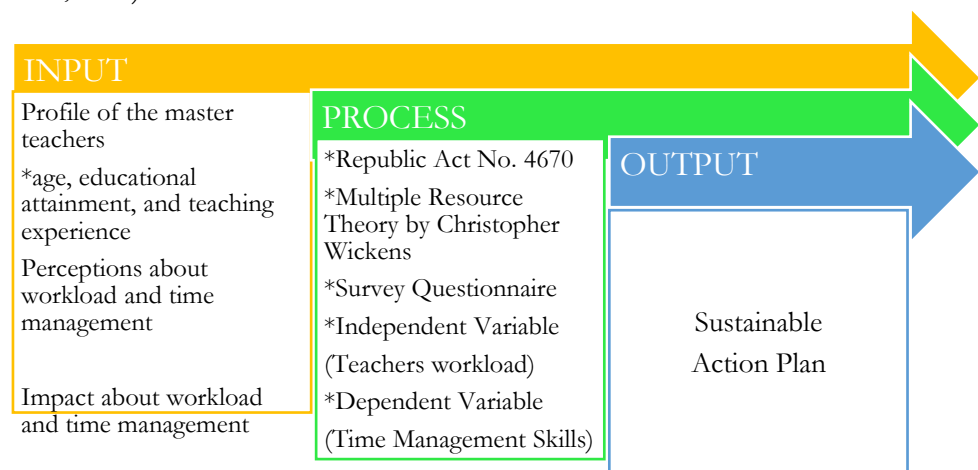


Figure 1. Framework of the Study

The demographic profile of the master teachers follows in terms of age, educational background, and teaching experience which are considered as the top qualities of the respondents. An important reason for doing this is to give the reader some idea of the extent to which study findings can be generalized to their local situation. In addition, the perceptions of master teachers about workload and time management skills are essential since they allow master teachers to prioritize their professional growth and personal well-being, fostering a sustainable and fulfilling teaching career. Mostly, the impact of master teachers' workload and time management skills provides support and guidance to their students, resulting in improved academic achievement. In addition, the study of Ladd and Sorensen (2015) confirms the findings of prior studies showing that teachers with master's degrees are no more effective than those without. The only consistently positive effect of attaining a master's degree emerging from this study relates not to student test scores but rather to lower student absentee rates in middle school.

The independent variables of master teachers' workload comprising teaching hours, additional tasks, course content, and job satisfaction are assumed as the condition that acts on the dependent variable along with time management skills of the respondents such as departmental tasks, planning, scheduling, and priority list. For the most part, a sustainable action plan will be formulated based on the results of the study. To outline actionable next steps, when they should be performed, and who is responsible for their completion. This Sustainable Action Plan takes these to heart by including students as responsible stakeholders, empowering them to translate what they learn in and outside the classroom into lasting, impactful change within the community.

### *1.2. Basic Research Questions and Hypothesis*

This study identified the impact of master teachers' workload on their time management skills, in the school year 2023-2024 in Don Sergio Osmeña Sr. Memorial National High School, Division of Cebu City.

Specifically, the study sought to answer the following questions:

1. What is the profile of the master teachers in terms of (1) age; (2) highest educational attainment; and (3) years of teaching experience?
2. What are the perceptions of master teachers about workload and time management skills?
3. What is the impact of master teachers' workload on master teachers' time management skills?
4. Is there a significant relationship between the master teachers' workload and time management skills?

The statement of hypothesis is the following:

H<sub>0</sub>: There is no significant relationship between the master teachers' workload and time management skills.

### *1.3. Innovation, Intervention, and Strategy*

In this study, the researchers wanted to explore the master teachers' workload about their time management skills. The first phase of the initial instructions will be done during the quarterly Learning Action Cell (LAC) sessions after the third quarter of the current school year 2023-2024 concerning the scope and sequence of the problem posed. During these sessions, the salient points of the RPMS will be revisited as an assessment of teachers for their records. This type of document manages, monitors, and measures the performance of teachers with stronger adherence to the instructional supervision that improves the mentoring program in improving the learning situation and quality of learning in schools. To further motivate the master teachers in their participation, a Google Form was provided during their vacant time, supervision of the school/district research coordinator's guidance will be provided, and free snacks during the LAC session.

## **2. Materials and Methods**

### *2.1. Research and Sampling Design*

The population of the study involved the master teachers in Don Sergio Osmeña Sr. Memorial National High School who are currently teaching for the school year 2023-2024. There were 19 respondents in the current investigation comprising the positions out of 28 master teachers. They were purposively selected from the junior high school and senior high school having more than three mentees with advisory classes and varying ancillaries.

Furthermore, the researchers validated the instruments to the Assistant Principals for Operation to ensure that the study achieved its objectives. The data was analyzed using Minitab or MS Excel.

### 2.2. Data Gathering Methods

The descriptive-correlational method was used in this study. A self-constructed questionnaire was also used as a research instrument to collect data from the selected sample concerning the respondent's demographic profile. The researchers adapted two questionnaires for data collection from Gul et al. (2021). One questionnaire was about time management skills which were based on a five-point Rating Scale ranging from "always" to "never". The third questionnaire is about teachers' workload which was based on five-point Likert Scale ranging from "strongly disagree" to "strongly agree". The researchers constructed a questionnaire for the variable "teacher's workload" which consisted of 08 items and for the variable "Time Management Skills" which also consisted of 9 items and one open-ended question.

### 2.3. Data Analysis

The major purpose of the study was to investigate the impact of master teacher's workload on their time management skills. The researchers divided and analyzed data into three parts. In the first demographic information was analyzed followed by the second part descriptive analysis of research variables (Time management skills, workload). In the third step, the Pearson Product Moment Correlation Coefficient was used to find the relationship between workload and time management skills.

### 2.4. Ethical Considerations

In this study, the participants are not subjected to harm in any way. Respect for the participants' dignity is prioritized. Full consent is obtained from the respondents. Protection of the privacy of the research respondents, an adequate level of confidentiality of the research data, and the anonymity of individuals participating in the research have been ensured. Moreover, deception and exaggeration about the aims and objectives of the research were avoided. Affiliations in any form, sources of funding, as well as any possible conflicts of interest, were declared. Lastly, any communication about the research was done with honesty and transparency and any misleading information, as well as the representation of primary data findings in a biased way, was avoided.

## 3. Results

The first part discusses the demographic profile of master teachers along three social categories namely: age, years of teaching experience in the Department of Education (DepEd), and highest educational attainment. The second part covers the perceptions of master teachers about workload and time management skills. Finally, the impact of master teachers' workload on master teachers' time management skills is covered. Furthermore, a significant relationship between the master teachers' workload and time management skills is presented with  $\alpha$  0.05 level of significance.

**Table 1.** Age profile of the master teachers

Age	Frequency	Percentage, %	Rank
31-40	6	31.50	2
41-50	5	26.32	3
51-60	7	36.84	1
61 and above	1	5.25	4
Totally	19	100	

Table 1 indicates the total and percentage of master teachers' chronological age profiles. Out of 19 respondents, seven or 36.84% belong to the age bracket 51 to 60. This group of teachers shows already signs of initial physical and mental decline experiences regardless of their mastery of the content, ability of mentoring, and creative pedagogy for several years of serving the institution. Six master teachers are within the 31 to 40 age group or 31.50%. Adjustment to new patterns of life and new roles as coordinators and handling ancillaries. Since they are also closer to it is the age bracket of 41 to 50 represented by 26.32%. Whichever age bracket they belong to, and as emphasized by Villanueva et al. (2022), these teachers entail a life-long commitment to perform well despite handling multiple ancillary functions. It was a complete package of sacrifice, persistence, and determination. Handling multiple ancillary

functions means being prepared holistically, aside from being optimistic and determined. On the other hand, only one master teacher responded who belongs to old age or 61 or above which signifies planning for retirement due to rapid physical and mental decline experiences.

The results signify perseverance and commitment to teaching, which motivated them to overcome challenges and continually innovate to enhance students' learning processes whatever age bracket they are categorized. Fabelico and Afalla (2020) added that teachers have high rates of self-efficiency, moderate levels of burnout, and very satisfactory teaching results, regardless of age, gender, marital status, number of dependents, educational attainment, length of service, teaching status, and academic rank. Indeed, teaching is an opportunity for teachers to make big differences in the lives of every learner in pursuit of greater heights and self-discovery. Even the Learning Policy Institute (n.d.) asserted that their studies generally have found that although teachers improve at greater rates during the first few years of their careers, teachers continue to improve, albeit at lesser rates, throughout their careers. Hence, teachers are believed to be the backbone of any educational institution in improving the standards of the teaching profession.

Table 2 manifests the years of teaching experience of master teachers. It is well noted that most of them have served the Department of Education for already 16 to 20 years or 26.32% while 4 of them have rendered 5 to 10 years since they were promoted in the position. While having a tie of experience teaching in the public school with a frequency of 3 represented by 15.79% and another closer tie results of serving DepEd with a frequency of 2 represented by 10.53%.

**Table 2.** Years of teaching experience of master teachers

Years of teaching in DepEd	Frequency	Percentage, %	Rank
5-10	4	21.05	2
11-15	3	15.79	3.5
16-20	5	26.32	1
21-25	3	15.79	3.5
26-30	2	10.53	5.5
31 and above	2	10.53	5.5
Totally	19	100	

The above findings indicate that the master teachers have improved in their effectiveness as they gain experience in the teaching profession. It is then also expected that their students are more likely to do better on other measures of success beyond test scores, such as school attendance as they gain more experience in their jobs. Of course, avoiding it is problematic because it assumes that teacher productivity does not change within each of the ranges of experience. In addition, a few studies have found that teachers with prior experience in the same grade level, subject area, or district show greater returns to experience than those with less relevant prior experience (Kini & Podolsky, 2016).

Table 3 indicates the educational attainment of the respondents. It was found out that finishing a bachelor's degree often means more job opportunities and higher earning potential for teachers. Therefore, the zero frequency is only one part of the whole standard of the Department of Education to be hired regularly but experience is a plus factor for ranking and permanency. Having MAEd units shows the highest frequency of 10 or 52.63% compared to closer results of obtained degrees. Ideally, most of the master teachers earned a master's unit or post-graduate study upon finishing their bachelor's degree. This trend poses a serious dilemma and even hopes for master teachers, who have long counted on teacher pay increases as a major incentive. Even with this careful attention to selection bias, the researchers confirm the findings of prior studies showing that teachers with master's degrees are no more effective than those without (Ladd & Sorensen, 2015).

**Table 3.** Educational attainments of master teachers

Highest educational attainment	Frequency	Percentage	Rank
BSED/Bachelor	0	0	0
BS with MA units	10	52.63	1
MED/MAED	2	10.53	4
Masteral w/ Doc units	4	21.05	2
EdD/DevEd/PhD	3	15.79	3
Totally	19	100	

The full-fledged master teachers who have master’s and even doctoral units or degrees show a frequency of 4 or 21.05%, 3 or 15.79%, and 2 represented by 10.53% indicating that they are influenced to enroll in postgraduate studies due to the following reasons: employment prospects, better salary, career progression or change, personal development, and prestige or self-actualization. But the most important reasons for these classified teachers are their educational immersion which involves independent study and the completion of a substantial thesis or dissertation and soon-to-be replicated in a form of action research or basic research as mandated by the Department of Education. This is substantially affirmed by Laude et al., (2018) who emphasized that teachers’ pedagogical approaches would serve as mechanisms to manage, monitor, and measure performance, and identify human resource and organizational development needs. This gives an idea of the importance of all concerning either skill or educational levels and suggests that the educational attainment of master teachers nurtures people’s social outcomes and promotes active participation in society and stability.

The data on the perceptions of master teachers about workload and time management skills are reflected in Table 4. It was found that most of them believed that there is always room for improvement in the way they manage their time. This is represented by 57.89% with a mean of 4.58 having a standard deviation of 4.75 and suggests that acknowledging subject areas that need developing or enhancing can be a sensitive matter, especially in performance evaluations or personal feedback from their mentors. They always confirmed that setting deadlines for achieving goals as well as marking their calendars reminds them of future events and deadlines. These are prevalent with tie results represented by 52.63% having a mean of 4.47 and standard deviation of 4.31 and 4.20 which indicates that setting healthy deadlines instead can help them get their work done on time without all the extra little interruptions.

**Table 4.** Perceptions of master Teachers about workload and time management skills

No	Items	Always (%)	Frequently (%)	Sometimes (%)	Rarely (%)	Never (%)	M	SD
1.	I can constructively use my time in managing different departmental tasks.	47.37	42.11	10.53	0.0	0.0	4.37	3.92
2.	I set deadlines for the achievement of goals.	52.63	42.11	5.26	0.0	0.0	4.47	4.31
3.	I write notes/mark calendars for myself to remind me of future.	52.63	42.22	10.53	0.0	0.0	4.63	4.20
4.	During teaching, I can easily complete the content delivery and assessment tasks.	36.84	57.89	5.26	0.0	0.0	4.32	4.45
5.	I keep myself away from unnecessary telephone calls/avoid meeting with people.	26.32	42.11	31.58	0.0	0.0	4.89	3.25
6.	I know how to manage my department’s work within working hours.	47.37	31.58	21.05	0.0	0.0	4.26	3.49
7.	I develop my priority list every day.	31.58	52.63	15.79	0.0	0.0	4.16	3.82
8.	I often think scheduling events is wasting time.	10.53	42.11	15.79	0.0	0.0	3.11	2.23
9.	I believe that there is room for improvement in the way I manage my time.	57.89	42.11	0.0	0.0	0.0	4.58	4.75

On the other hand, master teachers responded as “sometimes” along the completeness of content delivery and assessment after teaching their students with a 5.26% and a mean of 4.32 which characterizes to development of a set of measures that together serve as an indicator of a teacher’s impact on student achievement. Existing literature aligns with the findings of the present study on the work that is done in schools remains highly politicized concerning what is taught, how it is taught, what children learn, and how that learning is measured (Stacey et al., as cited in Creagh et al., 2023). Moreover, the respondents claimed that sometimes, they developed a priority list and often think scheduling events is wasting of

time with a tie result of 15.79% leading to understanding the priority of each task, they can then assign an order to determine when and how to accomplish each task. By using a calendar to prioritize tasks, they can increase their productivity, reduce stress, and achieve their goals more efficiently. Sometimes it is important to delegate and ask for help to make it through their to-do list promptly. This is the reason why the investigation of Gul (2021) emphasized is an essential element of school organization where teachers are expected to perform different responsibilities apart from the teaching-learning process at the institutions.

Table 5 reveals the impact of master teachers' workload on time management skills. An examination of the table shows that most of them agreed on the level of satisfaction rendered in teaching with the number of hours in a week based on the computed mean of 4.21 represented by 63.16% and having a 4.58 standard deviation. This means increasing the overall level of teacher effectiveness and well-being and better motivating students to engage in teaching and learning activities that lead to better quality learning outcomes. The findings negate the fact that teacher workloads are intense and excessive, and there are drawbacks to having an unreasonable workload that significantly influences the quality of instruction, the quality of instructors' professional lives, and the ability of students' learning successes and classroom-based problems (Dibbon in Zydziunaite, 2020 et al.).

**Table 5.** Impact of master teachers' workload on time management skills

No	Items	Strongly agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly disagree (%)	M	SD
1.	I am satisfied with the number of hours I am teaching in a week.	3.58	63.16	0.0	5.26	0.0	4.21	4.58
2.	I believe I can teach for extra hours if given an option.	5.26	57.89	15.79	21.05	0.0	3.47	3.87
3.	I believe I have sufficient time (hours) to finish the syllabus of a course/curriculum guide.	26.32	57.89	5.26	10.53	0.0	4.00	3.97
4.	Sometime due to a heavy workload, I must work extra hours in the department.	36.84	57.89	0.00	5.26	0.0	4.26	4.45
5.	I usually take my work to home.	15.79	57.89	0.0	21.05	0.0	3.68	3.87
6.	I frequently called to attend/organize seminars/workshops in the departmet.	31.58	42.11	15.79	10.53	0.0	3.95	2.86
7.	If given the option, I would like to control my teaching hours.	26.32	47.37	15.79	10.53	0.00	3.89	3.06
8.	My mentor/school head is supportive in overcoming my workload.	36.84	52.63	5.26	0.0	5.26	4.16	3.97

More so, the master teachers adhered to their time management skills by believing in extra hours if given an option, sufficient time to finish the syllabus, the heavy workload in their department, and usually bringing their work at home. These are shown from the tie results represented by 57.87% with a means of 3.47, 4.00, 4.26, and 3.68 which implies that managing teaching time tightly to make every minute count is a prevalent practice in their workplace. Those practices are intended to assist school improvement planning. In return, those obligations fulfill their solemn pledge or oath before the state that designates them to do any kind of obligation (Pacaol, 2020).

In contrast, some master teachers disagreed when they were frequently called to attend/organize seminars/workshops in the department while they were given the option to control their teaching hours based on the tie result of 10.53% with a mean of 4.00, 3.95, and 3.89 which implies that it is not that useful in augmenting knowledge, competencies, and abilities among students. They are considered instructional leaders or individuals in leadership positions who are vested with the authority and responsibility of organizing seminars and workshops. They need to make wise and productive decisions. Therefore, master teachers are



individuals who can acquire an efficient understanding of the meaning and significance of seminars and workshops when these facilitate the development of capabilities needed to achieve educational goals. This might be the reason why the study of Ansis as cited in Lipawen and De Guzman (2022) based on CNN Philippines that one of the most stressful jobs in the country is teaching. Because of this, there is a need to establish the facts as well as the teachers' perception of their workload concerning their time management.

Finally, 5.26 % with a mean of 4.16 of the master teachers strongly disagree with the sense of a mentor/school head who is supportive in overcoming their workload. This means contributing to and enhancing the body of literature about the role of mentoring and coaching in supporting the holistic well-being and ongoing learning and development of educators. Furthermore, learning more about what constitutes an effective school-based mentoring program and analyzing successful program structures and outcomes support the school's instructional supervision. This phenomenon is consistent with the study of Laude et al., (2018) who emphasized that it is also a mechanism to manage, monitor, and measure performance, and identify human resource and organizational development needs of the institution.

Table 6 presents the Pearson's *r* of the relationship between the master teachers' workload and time management skills as rated by themselves. The result shows that the master teachers' perception and impact on workload and time management have no significant relationship with each other having a computed value of -0.442 ( $p = 0.2727$ ) which leads to the acceptance of the null hypothesis. It means that perception has nothing to do with the teachers' impact on their jobs' time control. Comparatively, the study of Montenegro (2022) underscored that there is a positive relationship between teachers' time management techniques and their class performance. Indeed, the investigation by Akbar et al., (2021) revealed that workload has a positive and significant impact on time management, work stress, and employee performance. It has also less influence on Multiple Resource Theory by Christopher Wickens that a person can multitask effectively if the tasks do not require the same resource pool. Pools include task stages such as perception, cognition, and response; inputs from visual, auditory, tactile, and olfactory senses; and reasoning or processing, including subconscious, symbolic, and linguistic processes (Chinn, 2024).

**Table 6.** Relationship between master teachers' perception and impact on workload and time management

No	Variables	N	Mean	Standard deviation	Pearson <i>r</i> value	P-value	Result	Decision
1.	Perceptions of master teachers on workload and time management	19	4.31	3.82	-0.442	0.2727	Not significant	Accept $H_0$
2.	Impact of master teachers on workload and time management	19	3.95	3.83				

It is the researchers' analysis that realizing teachers' work is a bit of a complex undertaking, and prior attempts have largely been focused on the quantity rather than the intensity or quality of work required and undertaken. It also highlights the capacity of this attempt to understand both the range and significance of tasks that comprise master teachers' work and consequently the nature and subjective experience of work intensification. For the most part, an appreciation of the complexity of teachers' work and the time pressures shaped not only by the amount of work required (workload) but concurrently, the demands of that work under its density and the stakes attached (increase), is required.

#### 4. Discussion and Conclusions

The most important thing lies in master teachers' workload and time management problems. Systems create the conditions in which teachers work and this must be the starting point for understanding teachers' work in the context of Don Sergio Osmeña Sr. Memorial National High School. Master teachers' demographic characteristics have been the most important considerations for developing an educational system. However, the performance review along with workload and time management are essential elements in the educational institution. Having such will create motivation among teachers and perform better in their work. This means to say that a very humane consideration could lead one to successful innovations.

Based on the findings of the study, the researchers concluded that the teachers'

demographic characteristics were manifested as mature enough based on the data analysis. They are responsible enough to troubleshoot behavioral problems and strategize classroom management as part of their workload, encouraged to carry out frequent master teacher assessments and conduct training needs assessments to identify the needs of master teachers in terms of their profession. Seminars, training, and workshops may be concentrated on innovative techniques for proper coaching and mentoring of teachers. This research can serve as a springboard for prospective researchers in conducting studies that aim to seek knowledge and further testing of the theory to solve the gaps in the literature. Future researchers may investigate other variables related to student's academic performance in different subject areas particularly teachers' instructional practices and teachers' pedagogical methods.

The writers wonder what would happen if there was a diversity of participants and school characteristics since the sample is small and uncommon. Results should not be presented as generalizable to master teachers throughout the research locale. The initial study shows that the culture of research is a feasible means of recording master teachers' time, and therefore it would be worthwhile recruiting a larger sample. A larger sample would also add robustness for more detailed multilevel statistical analysis of subgroups to better understand the characteristics of those most likely to be experiencing time poverty, and in what contexts this is most likely to occur. This is a critical first step in thinking through what might be done by education systems to better balance teachers' work demands.

It adds to what this basic research knows about workload and sheds light on the layering of activities, tasks, and disruptions, and the cost of those responses, that master teachers are routinely asked to manage. Furthermore, revising or reviewing the teaching load policy, and providing resources and support for research and professional development. This can help manage stress and burnout among master teachers and improve their efficiency. Master teachers should prioritize workload by using effective time-management techniques, delegation, and collaboration with colleagues.

In this study, the sustainable action plan is recommended to explore the best practices for master teachers' workload and time management based on the findings of the study. The combined data of the respondents are attributed to their demographic profiles, perceptions, and impact on the amount of work and its relationship with time management. Since the findings show insignificant, therefore needed strengthening its instructional supervision.

#### *Sustainable action plan*

The current pedagogical and managerial setting of master teachers in Don Sergio Osmeña Sr. Memorial National High School is an alarming situation due to the preparation programs of the incoming school year on mentorship, and workplace conditions interaction over time. The results of this data provide more information on the four research questions that were generated.

As experienced leaders, they have mastered the management skills of their classrooms and found a way to hasten learning for all their students. These educators are exceptional communicators who have a strong link with their students and adapt the curriculum to their learners' needs. They recognize that the education process is about much more than sharing content but creating independent learners who have the critical thinking skills to grow and thrive.

In the Division of Cebu City, strict implementation regarding the guidelines of the RPMS as conducted for all teaching and non-teaching positions. It seeks to ensure that employees focus work efforts toward achieving the Department of Education's vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor, and measure performance, and identify human resource and organizational development needs. One of these relevant emphases is the highlighted duties and functions of master teachers to wit; deliver high-quality instructional competence and mentor fellow teachers in achieving professional growth.

#### *Implementation*

Practical steps to be led by the school head and the instructional supervision support from the assistant principals including the assigned coordinator of the School Governance and Operations Division (SGOD) in providing strategic direction and technical inputs to the management of the school. Likewise, provision of timely technical assistance towards effective and efficient school management planning, delivery of basic education programs and services, and assessment of their progress in achieving educational outcomes geared toward their workload and time management.

Expand the hands-on, practical experiences throughout the degree and credentialing process because master teachers stated that was the most useful in their preparation programs.

This might include expanding the discussion of how the pedagogical theories apply in the classroom, inviting current teachers or mentees to guest speak and answer questions on Learning Action Cell (LAC) sessions and In-service Training (INSET) for extending the number of hours required in teacher observations, including pre-observation teaching experiences with teaching lessons or curriculum, and even increasing the required amount of teaching or entirely changing the first few years of teaching to a co-teaching model.

To provide master teachers with the best support, school heads, and assistant principals/grade leaders should ensure that the mentor assigned to a new teacher is the correct match to their student's grade and subject level and that the relationship between mentor and mentee is strong, supportive, and beneficial to the new teachers, including diversification and training.

Leadership from the grade level down to the site groups and committee level needs to form clear lines of communication. There should be no mystery about who in the organization is responsible for handling questions or concerns. Contact information for each person in the organization should be easily accessible and responses should be provided as quickly as possible. If new policies, curriculum, or other large-scale changes are needed, there should be a clear timeline, and details provided, and stakeholders should not only have input privileges, but decision-making power. In emergencies, such as the forecasted heat indexes which lead to modular distance learning, there should be a clear policy on who makes decisions and the review process for those decisions. Time and care should be spent creating contingency plans for a variety of scenarios. There should be transparency in all communication, the willingness to work without counting the cost, and compliance with quality standards.

#### Context

For implementing and monitoring the sustainable plan of the study, future researchers especially master teachers who are also considered instructional leaders should first and foremost expand the number of teacher respondents who contribute to the information and the diversity of those master teachers, including the number of children in the family, relevant training workshop participated, and action research works initiated. At the administrative level, it will be important to establish exit surveys for teachers leaving the school and planning to go abroad. Further research should explore specifically which types of practical experiences are the most helpful for master teachers learning the craft. District and site personnel need to determine how to build close and successful mentorship relationships, including how to recruit more diverse mentors. Further, they must discover how successful (i.e., high retention) schools and administrators handle the workload and/or lack of funding, including which student services should be re-quired of master teachers and which should be handled by other ancillaries.

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