

Challenges and Effective Time Management Strategies Implemented in the Achievement of Improved Academic Performance

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Abstract: This study investigates the pedagogical approaches applicable for 21st century college classroom in English language teaching of 25 ESL teachers from the Star Talk Online Company-Baguio examining and analyzing the responses to the following research questions 1 What is the level of severity of challenges faced by English as ESL teachers in implementing effective time management for improving academic performance?, 2 What is the level of effectiveness of time management strategies being employed by ESL teachers in their instructional practices to enhance academic performance?, and 3 What checklist maybe developed to assist the teachers in integrating effective time management in teaching? The research employed a quantitative approach, utilizing a structured questionnaire for data collection and analysis exploring challenges across interruptions and distractions, multi-tasking, procrastination, improper planning, finding difficulty in saying no to people, and difficulty in prioritizing tasks. Findings indicate that while English as a Second Language (ESL) teachers face various challenges in managing their time effectively, these issues are generally of slight to moderate severity. Among the identified obstacles, postponement emerged as the most significant concern, encouraging a need for improved strategies in prioritization and task completion. Despite these challenges, the results reveal that ESL teachers are highly motivated in addressing time management difficulties through structured planning and self-discipline. The utilization of short-range planning, positive time attitudes, and long-range strategies reflects their strong commitment to maximizing productivity and maintaining instructional quality in online teaching environments.

Keywords: Pedagogical Approaches, Strategies, Time Management.

1. Introduction

In today's dynamic educational landscape, enhancing academic performance remains a primary goal for educators worldwide. Central to this goal is effective time management, which significantly influences both teaching quality and learning outcomes. This thesis explores the time management strategies employed by online ESL teachers and their crucial role in improving student performance. As globalization and evolving educational paradigms introduce new challenges, online educators face increasing pressures, including diverse student needs and adapting curricula. These challenges necessitate strong time management skills for effective navigation. According to Zhang, effective time management is essential for educators to prioritize tasks and align their instructional strategies with student needs.[1]

However, there remains a notable gap in the existing literature regarding the specific challenges faced by online ESL teachers in managing their time effectively and the strategies they employ to overcome these challenges. While some studies address general time management techniques, few focus specifically on the unique context of online ESL education, leaving a critical area underexplored. Time management encompasses more than simple scheduling; it involves a strategic approach to resource allocation, task prioritization, and instructional effectiveness. Macan underscores that effective time management practices not only enhance teacher productivity but also contribute to better student outcomes by reducing stress and improving focus. [2] For online ESL teachers, mastering time management fosters an environment conducive to holistic student development.

1.1. Time Management Challenges

Effective time management is significant for educators, particularly in the context of online teaching, where challenges can significantly impede productivity and student outcomes. Researchers identified six primary challenges associated with time management: interruptions and distractions, multi-tasking, procrastination, improper planning, difficulty in saying no, and difficulty in prioritizing tasks. [3] This framework serves as a foundation for understanding the time management issues faced by online ESL teachers.

Interruptions and Distractions are prevalent in both physical and virtual learning

environments. Research emphasizes that frequent interruptions not only disrupt workflow but also increase cognitive load, making it challenging for educators to maintain focus. In the online context, distractions can arise from various sources, including notifications and non-work-related tasks, complicating the teaching process. [4]

Multi-Tasking is another significant challenge. While it may seem efficient, studies reveal that multitasking often leads to decreased performance and cognitive fatigue. For online ESL teachers, attempting to manage multiple tasks simultaneously can hinder their ability to deliver high-quality instruction and support. [5]

Procrastination remains a pervasive issue among educators. A study highlights that procrastination is often fueled by anxiety and a lack of motivation, which can lead to missed deadlines and diminished effectiveness in teaching. This challenge is particularly relevant in online settings, where the lack of structured schedules may exacerbate procrastinatory

tendencies. [6]

Improper Planning or Time Management can significantly affect teaching efficacy. As noted, inadequate planning often results in disorganization and stress, which are detrimental to both teachers and students. Effective time management strategies, including goal-setting and prioritization, are essential to mitigate these challenges. [2]

Furthermore, the difficulty in saying no to people can lead to overcommitment, as highlighted. Educators may feel pressured to accommodate various requests, detracting from their ability to focus on essential tasks. [7] This inability to set boundaries can lead to burnout and decreased effectiveness in the classroom.

Lastly, the difficulty in prioritizing tasks can hinder effective time management. The inability to distinguish between urgent and important tasks often leads to misallocation of time and resources. [8] This challenge can be particularly pronounced for online educators who must navigate a diverse array of responsibilities.

The time management challenges identified provide a comprehensive framework for understanding the difficulties faced by online ESL teachers. [9] By addressing these challenges through targeted strategies and interventions, educators can enhance their productivity and, ultimately, improve student outcomes.

1.2. Time Management Strategies

Time management strategies can be categorized into three primary areas: short-range planning, time attitudes, and long-range planning. This framework provides a comprehensive understanding of how educators can effectively manage their time to address the challenges they face. [10]

Short-Range Planning involves daily and weekly scheduling, allowing educators to allocate specific time blocks for tasks and responsibilities. As highlighted, short-range planning helps in setting immediate goals and provides a structured approach to manage day-to-day activities. This strategy enables educators to remain focused and reduces the likelihood of distractions, thereby enhancing efficiency in both teaching and administrative duties. [2]

Time Attitudes refer to an individual's perception and mindset regarding time management. Research emphasizes that positive time attitudes can significantly influence an educator's approach to their tasks, fostering motivation and a proactive stance toward time management. [11] By cultivating a constructive attitude toward time, educators can better navigate the pressures of their roles, ultimately leading to improved performance.

Long-Range Planning encompasses setting goals and objectives that extend beyond immediate tasks, helping educators align their activities with broader educational outcomes. Effective long-range planning allows for strategic foresight, enabling educators to anticipate future challenges and opportunities. This proactive approach not only aids in resource allocation but also ensures that teaching methodologies remain relevant and responsive to evolving student needs. [4]

Together, these three categories of time management strategies—short-range planning, time attitudes, and long-range planning—provide a robust framework for educators to enhance their effectiveness in the classroom. By implementing these strategies, educators can overcome common challenges, such as procrastination and distractions, and foster an environment conducive to student success.

1.3. Research Objectives

This study aims to investigate the challenges faced by English online teachers in implementing effective time management strategies and their impact on improving academic performance. Specifically, it seeks to assess the severity of these challenges, evaluate the effectiveness of the time management strategies currently employed, and develop a practical checklist to aid teachers in integrating effective time management into their instructional practices. By identifying key obstacles and effective solutions, the research intends to provide actionable insights that bridge the gap between theory and practice, ultimately enhancing educational outcomes. The subsequent chapters conducted a thorough examination of the relationship between time management practices and academic performance through empirical research, qualitative analysis, and case studies. This thesis underscores the critical importance of effective time management as a catalyst for academic excellence among learners, highlighting its transformative potential within the educational landscape.

1.4. Statement of the Problem

To be able to achieve the aim of this research, this study endeavored in the pedagogical approaches applicable for 21st century college classroom in English language teaching examining and analyzing the responses to the following research questions:

- 1) What is the level of severity of challenges faced by English as ESL teachers in implementing effective time management for improving academic performance?
- 2) What is the level of effectiveness of time management strategies being employed by ESL teachers in their instructional practices to enhance academic performance?
- 3) What checklist maybe developed to assist the teachers in integrating effective time management in teaching?

2. Methodology

This study employed a quantitative approach, utilizing a structured questionnaire for data collection and analysis. The questionnaire was designed to assess the challenges faced by ESL teachers in implementing effective time management strategies, as well as the perceived effectiveness of those strategies in enhancing academic performance. This methodology is grounded in Creswell's work, which emphasizes the importance of quantitative methods in examining educational phenomena. [12]

The study was conducted in Baguio City, known for its vibrant online teaching community, particularly in ESL education. The participants were 25 ESL teachers from the Star Talk Online Company-Baguio, all of whom have at least three years of experience teaching Chinese learners. A total enumeration method was used to select all eligible teachers, ensuring a complete representation of this population.

The primary research instrument for this study is a structured questionnaire consisting of closed-ended questions utilizing a numerical scale. This format will allow participants to rate the severity of challenges they encounter and the effectiveness of their time management strategies on a scale from 1 to 4, facilitating the collection of quantifiable data.

Data were gathered by distributing the questionnaire online via Google Forms, which allows for efficient and accessible participation. Prior to administration, participants were informed about the study's purpose, ensuring informed

consent and confidentiality. The collected data were analyzed using statistical software to generate descriptive and inferential statistics, providing insights into the time management practices of ESL teachers and their implications for student performance. This structured approach aims to yield practical recommendations for improving educational outcomes in the context of online ESL teaching.

To assess the severity of time management challenges and the effectiveness of the time management strategies implemented in English language teaching, a Weighted Mean was utilized. A 4-point numerical scale, accompanied by descriptive labels, was used to score and quantify the data, as detailed below:

Table 1. Time Management Challenges

STATISTICAL LIMITS	LEVEL	DESCRIPTION	SYMBOL
3.25-4.00	Very High	Very Serious	VS
2.50-3.24	High	Moderately Serious	M
1.75-2.49	High	Serious	SS
1-1.74	Low	Slightly Serious	NS
	Very Low	Not Serious	

Table 2. Time Management Strategies

STATISTICAL LIMITS	LEVEL	DESCRIPTION	SYMBOL
3.25-4.00	Very High	Very Much Effective	VME
2.50-3.24	High	Effective	VE
1.75-2.49	High	Very Effective	E
1-1.74	Low	Effective	LE
	Very Low	Less Effective	

3. Results and Discussions

Table 3. Time Management Challenges

CHALLENGES	MEAN	SD	DI
1. Interruptions and Distractions	2.36	1.08	SS
2. Multi-Tasking	2.08	0.86	SS
3. Procrastination	2.52	1.16	MS
4. Improper Planning or Time Management	2.44	1.04	SS
5. Finding it Difficult to Say No to People	2.40	1.19	SS
6. Difficulty in Prioritizing Tasks	2.16	1.11	SS
Overall mean	2.33	0.85	SS

Legend:
3.26 - 4.00 *Very Serious (VS)*
2.51 - 3.25 *Moderately Serious (MS)*
1.76 - 2.50 *Slightly Serious (SS)*
0.10 - 1.75 *Not Serious (NS)*

Table 3 presents the computed mean, standard deviation, and descriptive interpretation of the level of severity of time management challenges encountered by English as a Second Language (ESL) teachers in implementing effective time management strategies to improve academic performance.

As shown, the overall mean of 2.33 with a descriptive interpretation of “Slightly Serious (SS)” indicates that ESL teachers encounter time management challenges to a slight extent.

Among the identified challenges, Procrastination (M = 2.52, SD = 1.16) obtained the highest mean, interpreted as “Moderately Serious (MS)”. This implies that delays in

accomplishing tasks or postponing responsibilities are the most notable difficulty faced by the teachers.

The other challenges-Interruptions and Distractions (M = 2.36), Improper Planning or Time Management (M = 2.44), Finding it Difficult to Say No to People (M = 2.40), Difficulty in Prioritizing Tasks (M = 2.16), and Multi-Tasking (M = 2.08)-all fall under the “Slightly Serious (SS)” category. This implies that teachers experience these issues occasionally but are generally able to manage them.

Table 4. Time Management Strategies: Short Range Planning

SHORT RANGE PLANNING	MEAN	SD	DI
1. I make a list of the things I have to do each day.	3.24	0.93	VE
2. I plan my day before I start it.	3.32	0.90	VME
3. I make a schedule of the activities I have to do on work days.	3.24	0.88	VE
4. I write a set of goals for myself for each day.	3.16	0.90	VE
5. I spend time each day planning for tasks to accomplish.	3.04	0.98	VE
6. I have a clear idea of what I want to accomplish during the next week.	3.08	0.76	VE
7. I set priorities.	3.52	0.71	VME
Overall mean	3.23	0.73	VE

Legend:
3.26 - 4.00 *Very Much Effective (VME)*
2.51 - 3.25 *Very Effective (VE)*
1.76 - 2.50 *Effective (E)*
0.10 - 1.75 *Less Effective (LE)*

Table 4 presents the level of effectiveness of time management strategies employed by ESL teachers in their instructional practices to enhance academic performance, particularly focusing on Short-Range Planning.

The overall mean of 3.23 with a descriptive interpretation of “Very Effective (VE)” indicates that ESL teachers consistently utilize short-range planning strategies that contribute positively to their instructional efficiency and academic performance outcomes.

Among the listed indicators, “I set priorities” (M = 3.52, SD = 0.71) obtained the highest mean, interpreted as “Very Much Effective (VME)”. This finding signifies that prioritization is the most consistently and effectively practiced strategy among ESL teachers.

The statement “I plan my day before I start it” (M = 3.32, SD = 0.90) also registered as “Very Much Effective (VME)”, emphasizing the teachers’ proactive approach in managing time by outlining tasks before beginning their workday.

Other indicators, such as making daily schedules (M = 3.24), making a list of tasks (M = 3.24), writing daily goals (M = 3.16), spending time planning for tasks (M = 3.04), and having a clear idea of weekly objectives (M = 3.08), were all rated “Very Effective (VE)”. This indicates that ESL teachers regularly implement these practices, reinforcing the importance of structured and well-organized teaching routines.

Table 5 presents the level of effectiveness of time management strategies employed by ESL teachers in their instructional practices to enhance academic performance, particularly focusing on Time Attitudes.

Table 5. Time Management Strategies: Time Attitudes

TIME ATTITUDES	MEAN	SD	DI
8. I set clear boundaries by saying “No” to people when their requests interfere with my scheduled schoolwork.	3	0.82	VE
9. I take responsibility for my time and ensure that I am in control of how it is spent.	3.28	0.79	VME
10. I prioritize dedicating my time for academic tasks.	3.36	0.70	VME
11. I continuously assess my time management skills.	3.24	0.78	VE
12. I eliminate unproductive routines or activities that consumes my time.	2.84	0.80	VE
Overall mean	3.14	0.59	VE
<i>Legend:</i> 3.26 - 4.00 Very Much Effective (VME) 2.51 - 3.25 Very Effective (VE) 1.76 - 2.50 Effective (E) 0.10 - 1.75 Less Effective (LE)			

The results reveal an overall mean of 3.14, interpreted as “Very Effective (VE)”, indicating that teachers generally demonstrate a strong and positive attitude toward managing their time efficiently

Among the listed indicators, the highest mean of 3.36 (SD = 0.70) was obtained for the statement “I prioritize dedicating my time for academic tasks”, interpreted as “Very Much Effective (VME)”. This implies that ESL teachers give utmost importance to allocating sufficient time for teaching-related activities, such as lesson preparation, assessment, and student support.

This is followed by “I take responsibility for my time and ensure that I am in control of how it is spent” (M = 3.28, SD = 0.79), also interpreted as “Very Much Effective (VME)”. The result indicates that ESL teachers exhibit accountability and self-awareness in how they manage their time, ensuring that it aligns with their professional goals.

Meanwhile, statements such as “I set clear boundaries by saying ‘No’ to people when their requests interfere with my scheduled schoolwork” (M = 3.00), “I continuously assess my time management skills” (M = 3.24), and “I eliminate unproductive routines or activities that consume my time” (M = 2.84) were all rated “Very Effective (VE)”. These results show that ESL teachers actively implement boundaries and self-evaluation to prevent distractions and unproductive behaviors. While these practices are effectively applied, there remains room for further improvement, particularly in consistently avoiding time-wasting activities.

Table 6 presents the level of effectiveness of time management strategies employed by ESL teachers in their instructional practices to enhance academic performance, particularly focusing on Long- Range Planning.

The table shows an overall mean of 2.91 (SD = 0.59), interpreted as “Very Effective (VE)”. This indicates that ESL teachers effectively use long-term planning methods to manage their instructional duties and sustain academic productivity.

Among the specific indicators, the highest mean rating of 3.20 (SD = 0.82) was obtained for the statement “I assess my programs for continuous improvement,” interpreted as “Very Effective (VE).” This result suggests that ESL teachers place high importance on evaluating and improving their

instructional programs over time.

Table 6. Time Management Strategies: Long- Range Planning

LONG- RANGE PLANNING	MEAN	SD	DI
13. I break down long-term goals into short plans for easy monitoring.	2.96	0.84	VE
14. I plan school programs for the next three to five years.	2.44	0.77	E
15. When I have several things to do, I think it is best to do a little bit of work on each one.	3.04	0.79	VE
16. I assess my programs for continuous improvement.	3.20	0.82	VE
Overall mean	2.91	0.59	VE
<i>Legend:</i> 3.26 - 4.00 Very Much Effective (VME) 2.51 - 3.25 Very Effective (VE) 1.76 - 2.50 Effective (E) 0.10 - 1.75 Less Effective (LE)			

The statement “When I have several things to do, I think it is best to do a little bit of work on each one” also received a “Very Effective” rating (M = 3.04, SD = 0.79), showing that teachers apply balanced time allocation strategies to manage multiple responsibilities efficiently. This demonstrates their capacity to multitask without compromising productivity.

Furthermore, the indicator “I break down long-term goals into short plans for easy monitoring” achieved a mean of 2.96 (SD = 0.84), which likewise falls under the “Very Effective” category. This implies that ESL teachers are capable of translating long-term objectives into manageable short-term tasks, a practice that helps them track progress and maintain focus on priorities.

On the other hand, the lowest mean score of 2.44 (SD = 0.77) was obtained for “I plan school programs for the next three to five years,” interpreted as “Effective (E).” This relatively lower result indicates that while teachers are effective in managing current and short-term goals, they may face challenges in long-term institutional planning.

4. Conclusion

In conclusion, the findings of this study reveal that while English as a Second Language (ESL) teachers encounter certain challenges in managing their time effectively, these issues are generally of slight to moderate severity. Among the identified obstacles, delay emerged as the most significant concern, suggesting a need for improved strategies in prioritization and task completion. Despite these challenges, the results reveal that ESL teachers are largely proactive in addressing time management difficulties through structured planning and self-discipline. The use of short-range planning, positive time attitudes, and long-range strategies reflects their strong commitment to maximizing productivity and maintaining instructional quality in online teaching environments.

Overall, the study affirms the critical role of effective time management in enhancing both teaching performance and student academic outcomes. The consistently high ratings of effectiveness across various time management domains, especially in setting priorities, daily planning, and self-assessment which highlight the teachers’ adaptive capabilities and professional dedication. However, the relatively lower emphasis on long-term institutional planning suggests an area

for further development. The proposed checklist derived from these findings can serve as a practical tool for ESL educators, helping them integrate systematic time management practices into their routines. Ultimately, this research contributes valuable insights into how well-structured time management supports pedagogical efficiency, promotes academic excellence, and strengthens the overall quality of online ESL education.

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APPENDIX A

Questionnaire

This questionnaire is created to survey the challenges and relevant teaching strategies in the integration of time management in English language teaching and is directed at English teachers of Star Talk English Company-Baguio.

Participation in this study is voluntary, and participants' identities will remain confidential. Participants will be informed of the study results upon completion through a summary report provided at their request.

Name: _____

School: _____

Time management issues are critically impacting

Level	Description
4- Very Serious (VS)	Time management issues are critically impacting performance. Deadlines are consistently missed, leading to significant backlog of work
3- Moderately Serious (MS)	Time management challenges are noticeably affecting performance, though not to the extent of causing a crisis.
2- Slightly Serious (SS)	Time management issues are present but are manageable and do not significantly hinder overall performance.
1- Not Serious (NS)	Time management is functioning well, effectively meeting deadlines and managing tasks.

performance. Deadlines are consistently missed, leading to significant project delays and a backlog of work.

Direction: In the questionnaire, please put a check in the box that best matches your answer based on your experiences.

PART I: TIME MANAGEMENT CHALLENGES

Level of severity of time management challenges encountered in English language teaching where:

Challenges	Very Serious (4)	Moderately Serious (3)	Slightly Serious (2)	Not Serious (1)
1. Interruptions and Distractions: Facing interruptions oftentimes like phone calls and sudden visitors disrupts focus and efficiency at work.				
2. Multi-Tasking: Attempting to handle multiple tasks simultaneously often leads to decreased efficiency, lower quality of work and errors due to divided attention.				
3. Procrastination: Postponing or delaying important tasks in favor of less critical activities lead to poor time management and increased stress as deadlines approach.				
4. Improper Planning or Time Management: Failing to plan the day ahead can result in feeling overwhelmed, unsure of priorities, and ultimately, decreased productivity.				
5. Finding it Difficult to Say No to People: Overcommitment to others' needs can lead to a lack of focus on important tasks and a sacrifice of personal productivity.				
6. Difficulty in Prioritizing Tasks: Ranking tasks based on importance and urgency leads to inefficient time management.				

Adapted from: Implementation of Time Management, Issues and Challenges-An Empirical Study by Srikumar, M., and Arun, K., 2017.

PART II: TIME MANAGEMENT STRATEGIES

Level of effectiveness of time management strategies being applied in English language teaching where:

- 4- Very Much Effective (VME)
- 3- Very Effective (VE)
- 2- Effective (E)
- 1- Less Effective (LE)

Time Management Strategies	Very Much Effective (4)	Very Effective (3)	Effective (2)	Less Effective (1)
Short Range Planning				
1. I make a list of the things I have to do each day.				
2. I plan my day before I start it.				
3. I make a schedule of the activities I have to do on work days.				
4. I write a set of goals for myself for each day.				
5. I spend time each day planning for tasks to accomplish.				
6. I have a clear idea of what I want to accomplish during the next week.				
7. I set priorities.				
Time Attitudes				
8. I set clear boundaries by saying “No” to people when their requests interfere with my scheduled schoolwork.				
9. I take responsibility for my time and ensure that I am in control of how it is spent.				
10. I prioritize dedicating my time for academic tasks.				
11. I continuously assess my time management skills.				
12. I eliminate unproductive routines or activities that consumes my time.				
Long- Range Planning				
13. I break down long-term goals into short plans for easy monitoring.				
14. I plan school programs for the next three to five years.				
15. When I have several things to do, I think it is best to do a little bit of work on each one.				
16. I assess my programs for continuous improvement.				

Adapted from: Time Management Skills and Efficient Planning by Francesco P. et. al., 2021.

APPENDIX B

Proposed Checklist for Effective Time Management

This checklist is designed to help ESL teachers integrate efficient time management practices into their instructional routines. It serves as a practical guide for planning, prioritizing, and evaluating teaching tasks to enhance productivity and academic performance.

A. Short-Range Planning

Daily and weekly planning strategies to maintain focus and organization

- I make a list of the things I need to accomplish each day.
- I plan my day before starting my classes or work.
- I create a daily or weekly schedule of instructional and administrative tasks.
- I set specific goals for each day and review them regularly.
- I identify and prioritize urgent and important tasks.
- I allocate time for lesson preparation, feedback, and class management.
- I evaluate my daily accomplishments to improve my planning habits.

B. Time Attitudes

Developing positive attitudes and discipline toward time management

- I take full responsibility for how I manage and use my time.
- I set clear boundaries and learn to say “no” to non-essential requests.
- I dedicate specific hours to teaching-related tasks and avoid unnecessary distractions.
- I regularly assess and reflect on my time management skills.
- I eliminate or reduce unproductive routines and digital distractions.
- I maintain a balanced schedule that supports both productivity and well-being.

C. Long-Range Planning

Establishing structured approaches for long-term instructional success

- I break down long-term academic or teaching goals into smaller, manageable tasks.
- I create semester or annual teaching plans aligned with institutional goals.
- I monitor my progress on long-term objectives and adjust strategies as needed.
- I continuously evaluate my instructional programs for improvement.
- I develop future plans (1–3 years) for professional growth and skill enhancement.

D. Overcoming Time Management Challenges

Addressing common barriers identified in the study

- I identify and minimize interruptions or distractions during work hours.
- I avoid postponing important tasks and complete them promptly.
- I practice single-tasking to maintain focus and productivity.
- I learn to manage workload effectively to prevent burnout.
- I reflect weekly on my time management habits and make necessary improvements.