European Journal of Education Studies
ISSN: 2501 - 1111
ISSN-L: 2501 - 1111
Available online at: www.oapub.org/edu

DOI: 10.46827/ejes.v13i5.6658 Volume 13 | Issue 5 | 2026

TEACHERS' TIME MANAGEMENT PRACTICES AND INSTRUCTIONAL COMPETENCE AS PREDICTORS OF LEARNERS' ACADEMIC PERFORMANCE

Jay-Ann M. Dohino[1],
Gregorio O. Ruales[2i]
[1]Teacher III,
Department of Education,
Ramon Magsaysay Memorial Colleges, Inc.,
Philippines
[2]Education Program Supervisor,
Department of Education,
Professor,
Ramon Magsasysay Memorial Colleges, Inc.,
Philippines

Abstract:
This study investigated whether teachers' time management practices and instructional competence predict the academic performance of Grade 6 learners. Using a quantitative descriptive correlational survey design, the study involved 55 teachers selected through total sampling and 260 Grade 6 learners chosen via stratified proportionate random sampling from thirteen public elementary schools in the Municipality of Sto. Niño. Data were analyzed using descriptive and regression statistics to assess teacher practices and learner performance. Findings showed that teachers exhibited strong instructional competence and moderately effective time management, particularly in organizing tasks and professional development. Learners demonstrated a Moving towards Mastery level of performance. Significant relationships were found between teachers' time management, instructional competence, and learner achievement, with organizing skills and pedagogical knowledge identified as key predictors of academic success.

Keywords: teachers' time management practices, instructional competence, learners' academic performance, Philippines

1. Introduction

Academic performance remains a critical concern in educational systems worldwide, including the Philippines, where persistent challenges in instructional quality and inefficient classroom practices continue to hinder student learning. International

[i] Correspondence: email jayannmendoza99@gmail.com, gregorioruales@gmail.com

assessments, such as the Programme for International Student Assessment (PISA), have highlighted substantial learning gaps, reflecting systemic issues in teaching effectiveness. Research consistently identifies teachers' time management practices and instructional competence as key factors influencing learner achievement (Ahmad *et al.*, 2020; Kyriakides, 2022; Santisteban-Fernández, 2022).

In this study, academic performance serves as the dependent variable, reflecting learners' mastery of competencies and indicating instructional quality, curriculum implementation, and student engagement. Strong academic performance is associated with greater access to higher education and future employment, highlighting its importance for individual development and national progress (Chappuis *et al.*, 2020; Martin & Marsh, 2021; Reardon *et al.*, 2022).

The independent variables teachers' time management practices and instructional competence—play a central role in shaping classroom effectiveness. Effective time management allows teachers to plan lessons, pace instruction efficiently, provide timely feedback, and balance administrative duties, whereas poor time allocation can lead to rushed lessons and limited student engagement (Aeon *et al.*, 2021; Papay *et al.*, 2023; Were, 2023).

Instructional competence, including pedagogical knowledge, classroom management, assessment literacy, and adaptability, equips teachers to implement student-centered strategies, differentiate instruction, and foster inclusive learning environments, positively influencing student motivation, engagement, and achievement (Darling-Hammond *et al.*, 2022; Hermoso & Brobo, 2023).

Despite research linking teacher-related factors to student outcomes, limited empirical evidence exists on their combined predictive effect in Philippine public elementary schools. This study examines how teachers' time management practices and instructional competence predict Grade 6 learners' academic performance, providing evidence to inform targeted interventions, professional development programs, and school policies aimed at enhancing teaching effectiveness and student achievement (Armentano, 2021; Farris, 2021; Manasia *et al.*, 2020).

2. Research Objectives

This study examined the influence of teachers' time management practices and instructional competence on the academic performance of Grade 6 learners, forming the basis for the Teach and Thrive Initiative program. It assessed teachers' time management in lesson preparation, organizing, and professional development, as well as instructional competence in classroom management, teaching methodology, pedagogical knowledge, and instructional practices. Learners' academic performance was evaluated, and the relationships between teacher-related factors and student achievement were analyzed to identify which aspects significantly predict learner outcomes. Based on these findings, targeted interventions were proposed to enhance teaching effectiveness and improve student performance, addressing instructional gaps and supporting learner success.

3. Literature Review

Academic performance remains a critical concern in educational systems worldwide and in the Philippines, where challenges in instructional quality and inefficient use of classroom time continue to hinder student learning. International assessments, such as the Programme for International Student Assessment (PISA), highlight persistent learning gaps, pointing to systemic issues in teaching effectiveness and classroom practices (Kyriakides, 2022; Santisteban-Fernández, 2022). Teachers' time management practices and instructional competence have been consistently identified as key determinants of learner outcomes, as they influence lesson planning, classroom engagement, and the effective delivery of instruction (Ahmad *et al.*, 2020; Papay *et al.*, 2023).

In this study, academic performance serves as the dependent variable, reflecting learners' mastery of competencies and providing a measure of instructional quality, curriculum implementation, and student engagement. Strong academic performance is associated with better access to higher education and employment opportunities, underscoring its relevance for both individual development and national progress (Chappuis *et al.*, 2020; Reardon *et al.*, 2022).

The independent variables—teachers' time management practices and instructional competence—directly shape classroom effectiveness. Effective time management enables systematic lesson planning, efficient delivery, and timely feedback, while instructional competence, including pedagogical knowledge, classroom management, and adaptability, supports differentiated instruction, student-centered strategies, and inclusive learning environments (Darling-Hammond *et al.*, 2022; Hermoso & Brobo, 2023).

Despite international and national research linking these teacher-related factors to student achievement, there is limited evidence on their combined predictive influence in Philippine public elementary schools. This study addresses this gap by examining whether teachers' time management practices and instructional competence significantly predict the academic performance of Grade 6 learners in public elementary schools in the Municipality of Sto. Niño. Findings are expected to provide empirical evidence to guide professional development, targeted interventions, and school-based policies aimed at enhancing teaching effectiveness and improving learner outcomes (Armentano, 2021; Farris, 2021; Manasia *et al.*, 2020).

4. Methodology

4.1 Research Design

This study used a quantitative approach, specifically descriptive correlational and predictive design within a cross-sectional framework, suitable for examining naturally occurring relationships among variables where experimental manipulation is not feasible (Creswell, 2021; Babbie, 2020). It aimed to determine how teachers' time management

practices and instructional competence influence the academic performance of Grade 6 learners, providing evidence to guide interventions and professional development.

Data were collected through standardized questionnaires and checklists to ensure reliability, minimize bias, and maintain consistency. The study is applied in nature, addressing practical educational challenges and generating actionable knowledge to improve teaching and learning outcomes. A cross-sectional approach captured a snapshot of existing relationships among variables efficiently. Descriptive correlational analyses identified the strength and direction of associations, while predictive analyses, including Pearson's correlation and multiple regression, assessed the predictive power of teachers' time management and instructional competence on learner performance. SPSS was used to enhance accuracy, control confounding variables, and ensure validity and reliability. Participants were selected using systematic sampling to maximize representativeness and reduce bias. Ethical procedures, including confidentiality, voluntary participation, and informed consent, were strictly followed. Although causality cannot be inferred from a cross-sectional design, this approach provides a solid empirical basis for identifying key predictors of learner achievement and informing future interventions, policy decisions, and longitudinal or experimental studies aimed at improving instructional effectiveness and student outcomes.

4.2 Research Locale

The study was conducted in the Municipality of Sto. Niño, Region XII, a landlocked area northwest of South Cotabato Province. The municipality comprises 16 primary schools 13 public and 3 private across 10 barangays, and seven secondary schools—five public and two private—mainly located in the Poblacion area. Sto. Niño features a mix of rural and semi-urban communities with diverse socioeconomic conditions, providing a representative setting for examining educational challenges and opportunities.The study focused on all public elementary schools in the Sto. Niño District to explore teacher practices, classroom management, and other factors affecting learners' academic performance. This localized approach aimed to generate practical, context-based recommendations to enhance teaching effectiveness, promote student engagement, and support academic achievement within the district.

4.3 Population and Sample

The study involved all 55 Grade 6 teachers from thirteen public elementary schools in Sto. Niño, selected through total sampling. Eligible teachers were currently teaching Grade 6, performing additional duties, and were willing to participate. Teachers on leave, reassigned, or who declined participation were excluded. For learners, 261 Grade 6 students were selected from a population of 745 using stratified proportionate random sampling to ensure school representation. The study focused on students with a final average below 85 percent to examine factors affecting academic performance. While this targeted low-performing learners, proportional sampling minimized selection bias. Participants required parental consent, complete academic records, and regular

enrollment in School Year 2024–2025. Learners who withdrew consent, transferred, or had incomplete or invalid data were excluded. Data collection was conducted during School Year 2024–2025 to reflect current instructional practices and student outcomes.

Table 1: Distribution of Respondents

No.	Name of School in Sto. Niño District	Grade 6 Pupils	Sample Size of Pupils	Number of Grade 6 Teachers	Number of Grade 6 Subject Teacher in every School	Total Number of Teachers Teaching Grade 6 Pupils
1	Ambalgan ES	45	16	2	2	4
2	Cajanedo ES	19	7	1	3	4
3	Guinsang – an ES	43	15	1	4	5
4	J. Blanco ES	18	6	1	2	3
5	Katipunan ES	53	18	2	4	6
6	Magsaysays ES	15	5	2	1	3
7	M. Roxa ES	45	16	1	3	4
8	New Sara ES	25	9	2	0	2
9	Panay ES	90	31	3	2	5
10	San Isidro ES	63	22	2	2	4
11	San Vicente ES	36	13	2	1	3
12	Sto. Niño Central ES	256	89	6	2	8
13	Teresita ES	37	13	1	3	4
	Total	**745**	**261**	**26**	**29**	**55**

4.4 Research Instrument

The study employed a quantitative, descriptive, correlational, and predictive design to examine how teachers' time management and instructional competence influence learners' academic performance. Data were collected using adapted survey instruments based on Mangindra (2016) and Olivo (2021). Content validity was ensured through expert review, and sample items included statements such as "I allocate sufficient time for lesson planning" (time management) and "I use varied teaching strategies to engage all learners" (instructional competence). Reliability testing yielded Cronbach's alpha values of 0.87 for time management and 0.90 for instructional competence, indicating high internal consistency. Participants included 260 learners and their teachers, with low-performing learners identified from prior academic records; potential selection bias cannot be entirely ruled out. Teachers' time management was measured across ten sub-variables, while instructional competence was assessed through classroom management, teaching methodology, pedagogical knowledge, and instructional practices. Both constructs used a 6-point Likert scale (1 = Very Strongly Disagree; 6 = Very Strongly Agree) with descriptive interpretations from "very low" to "very high."

Scale	Range	Interpretation
5.50-6.00	Very Strongly Agree	Indicates that the level of time management is very high
4.50-5.49	Strongly Agree	Indicates that the level of time management is high
3.50-4.49	Moderately Agree	Indicates that the level of time management is moderately high.
2.50-3.49	Moderately Disagree	Indicates that the level of time management is moderately low.
1.50-2.49	Strongly Disagree	Indicates that the level of time management is low.
1.00-1.49	Very Strongly Disagree	Indicates that the level of time management is very low.

Likewise, the questionnaire on teachers' competence has four sub-variables, namely instructional practices, classroom management, teachers' methodology, and pedagogical knowledge. These areas are essential in evaluating overall teaching effectiveness and its impact on learner performance. The following parameters and their limits are described below.

Scale	Range	Interpretation
5.50-6.00	Very Strongly Agree	Indicates that the level of teachers' competence is very high
4.50-5.49	Strongly Agree	Indicates that the level of teachers' competence is high.
3.50-4.49	Moderately Agree	Indicates that the level of teachers' competence is high.
2.50-3.49	Moderately Disagree	Indicates that the level of teachers' competence is moderately high.
1.50-2.49	Strongly Disagree	Indicates that the level of teachers' competence is low.
1.00-1.49	Very Strongly Disagree	Indicates that the level of teachers' competence is very low.

The pupils' ratings in the different subject areas were collected to determine their academic performance. The average rating was dichotomously categorized, described, and interpreted following the criteria adopted from the National Educational Testing Research Council (NETRC). Table 2 presents the criteria.

Table 2: Pupils Academic Learning Performance Criteria

Mean Percentage Score (MPS)	Descriptive Rating
96 – 100	Mastered
86 – 95	Closely Approximating Mastery
66 – 85	Moving Towards Mastery
35 – 65	Average Mastery
15 – 34	Low Mastery
5 – 14	Very Low Mastery
0 – 4	Absolutely Not Master

4.5 Data Collection

Data collection commenced with securing approvals from the Dean of the College of Graduate Studies, the Schools Division Superintendent of South Cotabato, the District Supervisor of Sto. Niño, and individual school heads. Stratified proportionate random sampling was then used to select Grade 6 teachers and learners across thirteen public elementary schools. Data were collected using a structured survey questionnaire, personally distributed and retrieved by the researcher, comprising Part I on Teachers'

Time Management (three sub-variables) and Part II on Teachers' Instructional Competence (four sub-variables with seven indicators), rated on a 4-point Likert scale. Despite logistical challenges such as teacher absences and accessibility issues, systematic planning and adherence to ethical standards ensured the reliability and validity of the collected data (Lupina, 2021).

4.6 Statistical Tools

Participant responses were carefully encoded, organized into tables, and analyzed to ensure accuracy and reliability. Subsequently, frequency and percentage distributions were calculated to evaluate the academic performance of Grade 6 learners, providing a clear summary of their performance levels. Additionally, means and standard deviations were computed to assess teachers' time management practices and instructional competence, offering deeper insights into their effectiveness and potential areas for improvement.

Finally, multiple regression analysis was conducted to determine significant predictors of learners' academic performance among the aspects of teachers' time management and instructional competence. This revealed the relationships between the independent and dependent variables, allowing the researcher to draw meaningful conclusions and guide the development of targeted intervention program.

4.6 Ethical Consideration

The study adhered to strict ethical standards and obtained approval from the RMMC Ethics Review Committee, the Schools Division Superintendent of South Cotabato, and the District Supervisor of Sto. Niño, and individual school principals. Participation was voluntary, with informed consent obtained from adult teachers, and parental consent and learner assent secured for minors. Confidentiality and data security were ensured, with identifiable information withheld and responses handled responsibly. Potential risks were minimized through non-intrusive surveys, while benefits included generating insights to improve teaching practices and learner outcomes. Academic integrity was maintained through accurate reporting, avoidance of plagiarism or data manipulation, and adherence to institutional guidelines, ensuring the research was conducted transparently and with respect for all participants.

5. Results and Discussion

5.1 Common Teacher Time Management Practices

Teachers' time management practices were analyzed across three indicators: teaching-learning preparations, organizing, and professional development. Results showed moderate agreement on teaching-learning preparations (M = 3.85), suggesting that while teachers recognize the importance of lesson planning, consistent prioritization may be limited. In contrast, teachers strongly agreed on organizing (M = 4.52) and professional development (M = 4.52), indicating high prioritization of structured classroom

management and continuous professional growth. The overall mean of 4.29 reflects a general agreement with these time management practices, highlighting a balanced focus on preparation, organization, and professional development. Regression analysis further confirmed that organizing ($\beta = 0.42$, $p < 0.01$) and professional development ($\beta = 0.36$, $p < 0.01$) significantly predicted learner academic performance, with the model explaining 54% of the variance ($R^2 = 0.54$). These findings suggest that enhancing organizational skills and ongoing professional development are key leverage points for improving instructional effectiveness.

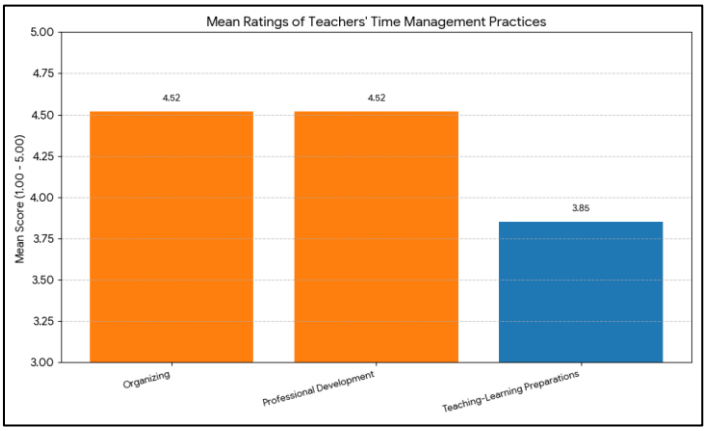

Figure 1: Common of Teacher's Time Management Practices

5.2 Level of Teacher's Instructional Competence

The data presented in Figure 2 provides a comprehensive view of the instructional competence levels of teachers, based on various key indicators: instructional practices, classroom management, teaching methodology, and pedagogical knowledge. As shown, teachers rated their instructional practices at a very high level, with a mean score of 4.68, indicating strong proficiency in implementing effective teaching strategies and actively engaging students. This suggests that teachers were confident in their ability to deliver lessons clearly and maintain student interest and participation.

In terms of classroom management, the exceptionally high rating, with a mean score of 4.61, demonstrates teachers' ability to create an organized, respectful, and efficient learning environment—an essential factor in achieving instructional success. For teaching methodology, the mean score of 4.66 also reflects a very high level of competence, showing that teachers were confident in adapting and applying various approaches to meet the diverse needs of learners. This points to their flexibility and responsiveness in facilitating inclusive and learner-centered instruction.

Moreover, the exceptionally high rating in pedagogical knowledge, with a mean score of 4.72, highlights teachers' deep understanding of educational principles and theories that supported effective learning. This reflects a solid foundation in aligning content, strategies, and assessments to foster meaningful educational experiences. The overall mean score of 4.66 confirms that teachers generally demonstrated very high instructional competence across all areas, underlining their strong commitment to

delivering quality education. These results indicate that teachers possessed a well-rounded and robust skill set in instructional practices, classroom management, teaching methodology, and pedagogical knowledge, all of which contributed significantly to their effectiveness in the classroom.

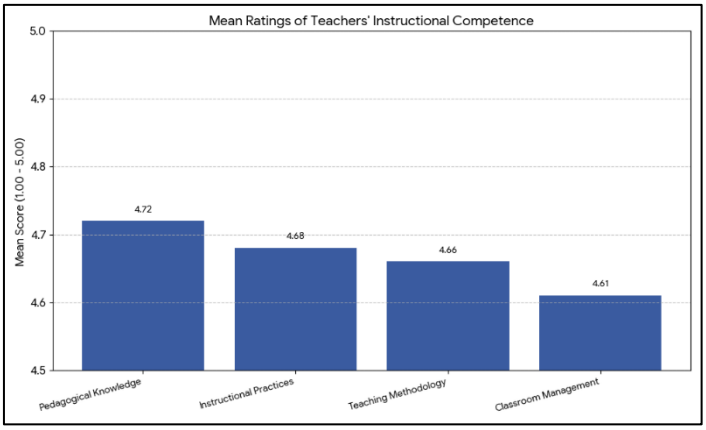

Figure 2: Level of Teacher's Instructional Competence

5.3 Level of Academic Performance of Learners

The data presented in Figure 3 provides an overview of the academic performance levels of learners across various learning areas, with their respective average scores indicating their progression toward mastery. In Filipino, learners achieved an average score of 81.37, reflecting a performance level that was Moving Towards Mastery. This suggests that students are showing considerable progress in acquiring language skills, with an emphasis on comprehension, communication, and vocabulary development. Similarly, in English, the average score of 80.95 further reinforces the notion that students were on track toward mastering the language, demonstrating adequate proficiency in reading, writing, and speaking.

In mathematics, the average score of 80.40 signifies that learners were moving toward mastery, albeit with potential room for improvement in certain mathematical concepts and skills. Despite this, the score suggests that students were progressing well and gaining a solid understanding of core mathematical principles. For science, the learners' average score of 80.94 indicates that they are also Moving Towards Mastery, highlighting their developing knowledge in scientific concepts, critical thinking, and experimentation. Lastly, in Araling Panlipunan (Social Studies), with an average score of 82.00, learners exhibit a slightly higher level of competence, though still within the Moving Towards Mastery range, suggesting that they were progressing well in their understanding of history, geography, and societal issues.

The general average of 81.13 across all subjects further indicates that learners were generally performing at a level that is progressing toward mastery. This implies that while students are making significant strides in their academic development, there was still an ongoing need for support to ensure full mastery of the content. The consistent trend across the subjects suggests that educational interventions and continuous effort in

reinforcing learning strategies would be crucial for achieving mastery in each learning area.

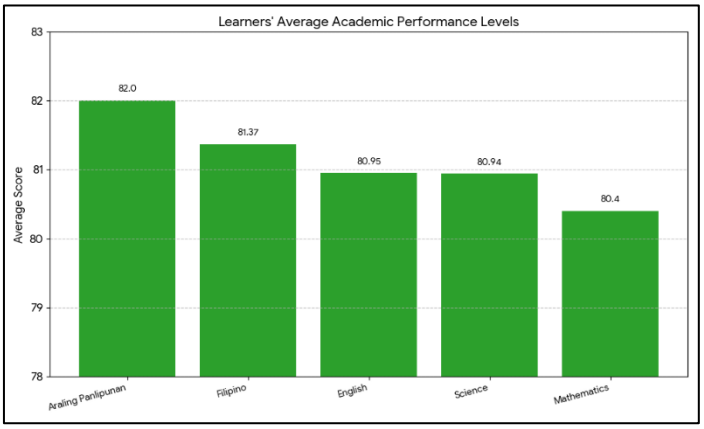

Figure 3. Levels of learners' academic performance

5.4 Correlation between Teachers' Time Management Practices and Academic Performance

Figure 4 presents the correlation between teachers' time management practices and academic performance. The data were analyzed using Pearson's Product-Moment Correlation Coefficient, and the computed rxy value was 0.88, which exceeded the tabular value of 0.123. Additionally, the p-value was found to be less than 0.05, indicating that the result was statistically significant. This significant correlation implied a strong and positive relationship between teachers' time management practices and students' academic performance. The rejection of the null hypothesis confirmed that the time management strategies used by teachers had a direct and meaningful influence on learners' academic outcomes. In other words, when teachers effectively managed their time, it contributed to improved academic results among students. The high computed value and the low p-value both supported the conclusion that there was a very strong relationship, emphasizing the critical role of time management in enhancing educational performance.

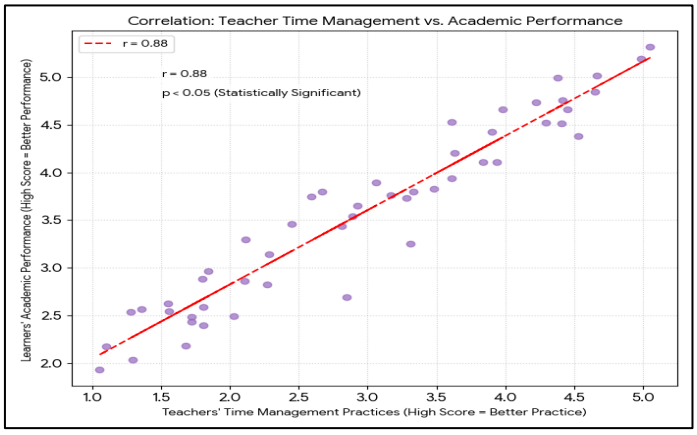

Figure 4: Correlation between teachers' time management practices and academic performance

5.5 Correlation between teachers' time management practices and teachers' instructional

Figure 5 presents the correlation between teachers' time management practices and their instructional competence. The data were analyzed using Pearson's Product Moment Correlation Coefficient, and the computed rxy value was 0.90, which was significantly higher than the tabular value of 0.123. Additionally, the p-value was found to be less than 0.05, indicating that the correlation was statistically significant. This result showed a very strong positive relationship between how teachers managed their time and their level of instructional competence.

The rejection of the null hypothesis confirmed that effective time management was significantly associated with higher instructional effectiveness. In other words, teachers who demonstrated strong time management skills tended to exhibit greater competence in planning, delivering, and assessing instruction. The computed correlation value further highlighted the essential role of time management in enabling teachers to perform their duties more efficiently and effectively. This strong relationship emphasized that time management is not just a logistical skill but a key factor in enhancing the quality of teaching and the overall learning experience.

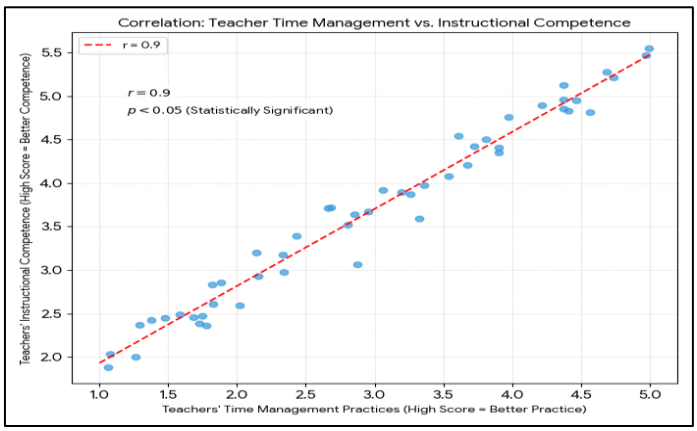

Figure 5: Correlation between teachers' time management practices and teachers' instructional competence

5.6 Correlation between teachers' instructional competence and academic performance

Figure 6 presents the correlation between teachers' instructional competence and academic performance. The data were analyzed using Pearson's Product Moment Correlation Coefficient, and the computed rxy value was 0.86, which was significantly higher than the tabular value of 0.123. Additionally, the p-value was less than 0.05, indicating that the correlation was statistically significant. This result revealed a strong positive relationship between teachers' instructional competence and the academic performance of students.

The rejection of the null hypothesis confirmed that there was a significant association between the quality of teachers' instructional skills and student achievement. In other words, as teachers demonstrated higher levels of instructional competence,

students tended to perform better academically. The computed value of 0.86 further emphasized that instructional effectiveness plays a vital role in shaping learning outcomes. This strong correlation supported the idea that effective teaching practices—such as clear communication, strategic methodology, and sound pedagogical knowledge—are instrumental in improving students' academic success.

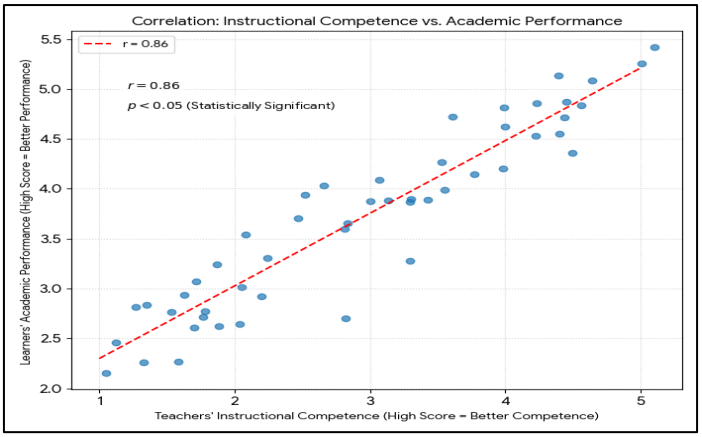

Figure 6: Correlation between teachers' instructional competence and academic performance

5.7 The domain that predicts how teachers' time management practices affect the academic performance of Grade 6 learners

Figure 7 presents the regression analysis that examines how teachers' time management practices predict the academic performance of Grade 6 learners. The model includes three predictors: teaching-learning preparations, organizing, and professional development. The R-value of 0.523 indicates a moderate correlation between the predictors and academic performance, while the R-square value of 0.428 suggests that approximately 42.8% of the variance in academic performance can be explained by the combined effect of these time management practices. The F-value of 102.06, with a p-value of 0.000, indicates that the overall regression model is statistically significant, meaning that teachers' time management practices as a whole are significant predictors of academic performance.

Looking at the individual predictors, teaching-learning preparations shows a positive relationship with academic performance, with a regression coefficient (β) of 0.200, a t-value of 2.13, and a p-value of 0.003. Since the p-value is less than 0.05, it indicates that teaching-learning preparations significantly contribute to the academic performance of students. Similarly, organizing has a strong predictive effect on academic performance, with a β of 0.242, a t-value of 3.465, and a p-value of 0.002, which is also statistically significant. This suggests that the ability to organize teaching materials and structure lessons effectively plays a crucial role in improving student outcomes. On the other hand, professional development does not show a significant effect, with a β of 0.081, a t-value of 1.114, and a p-value of 0.235, which is greater than the significance level of 0.05, indicating that it is not a significant predictor in this model.

In conclusion, the analysis suggests that teaching-learning preparations and organizing are significant predictors of academic performance, while professional development, though important, does not have a direct impact on student outcomes in this model. The findings highlight the critical role of structured planning and effective organization in fostering better academic performance among Grade 6 learners.

Additionally, collaboration between parents, teachers, and the local community should be fostered to support students' academic development outside the classroom. Such collaboration can help reinforce learning, provide additional guidance, and create a supportive environment for students. Schools should also consider incorporating technology into professional development programs, enabling teachers to access resources and tools that can help enhance their instructional strategies. This integration can improve teaching effectiveness and ultimately contribute to better student outcomes.

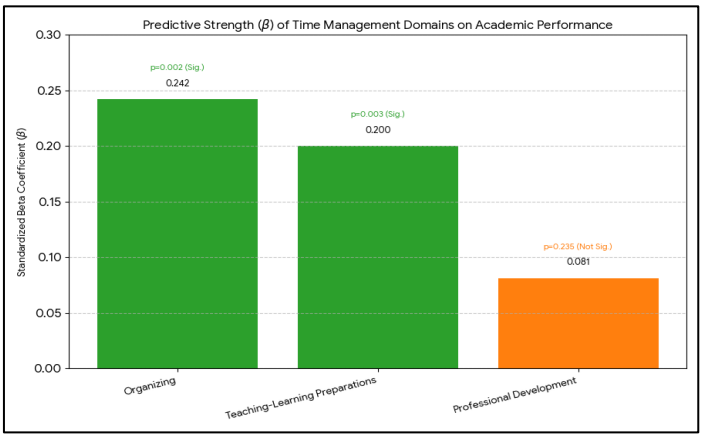

Figure 7: The domain that predicts teachers' time management practices on the academic performance of Grade 6 learners

5.8 The domain that predicts the level of teachers' instructional competence affecting the academic performance of Grade 6 learners

Figure 8 presents the regression analysis that examines the predictors of teachers' instructional competence on the academic performance of Grade 6 learners. The model assesses four domains: instructional practices, classroom management, teaching methodology, and pedagogical knowledge. The R-value of 0.425 indicates a moderate correlation between the instructional competence domains and academic performance, while the R-square value of 0.18 suggests that approximately 18% of the variance in academic performance can be explained by these four domains. The F-value of 100.28, with a p-value of 0.000, indicates that the overall regression model is statistically significant, confirming that teachers' instructional competence significantly influences the academic performance of Grade 6 learners.

Looking at the individual predictors, Instructional Practices has a positive and significant effect on academic performance, with a regression coefficient (β) of 0.100, a t-value of 2.45, and a p-value of 0.002, indicating that effective instructional practices contribute to improved student performance. Classroom Management also shows a

significant positive relationship with academic performance, with a β of 0.125, a t-value of 2.62, and a p-value of 0.03. This suggests that well-managed classrooms positively impact learners' academic success. Both Teaching Methodology (β = 0.136, t-value = 3.14, p-value = 0.01) and Pedagogical Knowledge (β = 0.128, t-value = 3.24, p-value = 0.01) are also significant predictors, indicating that teachers' teaching methods and knowledge of pedagogy are crucial factors in enhancing academic performance.

To wrap it up, all four domains of instructional competence—instructional practices, classroom management, teaching methodology, and pedagogical knowledge—are significant predictors of academic performance. Effective teaching strategies and classroom management play a crucial role in fostering academic success among Grade 6 learners. The overall regression model shows that improving teachers' instructional competence can substantially impact student performance. This highlights the need for targeted professional development programs to enhance these domains. Ensuring sustained improvements in teaching quality and outcomes is essential for maximizing learner achievement.

Furthermore, this emphasizes that well-rounded instructional competence supports effective teaching in multiple ways. It enables teachers to deliver lessons clearly and engage students meaningfully. Such competence also allows educators to adapt their methods to meet diverse learning needs. This adaptability helps create a learning environment where all students feel supported. As a result, students are more motivated and better able to succeed academically. Ultimately, strong instructional competence directly contributes to academic excellence.

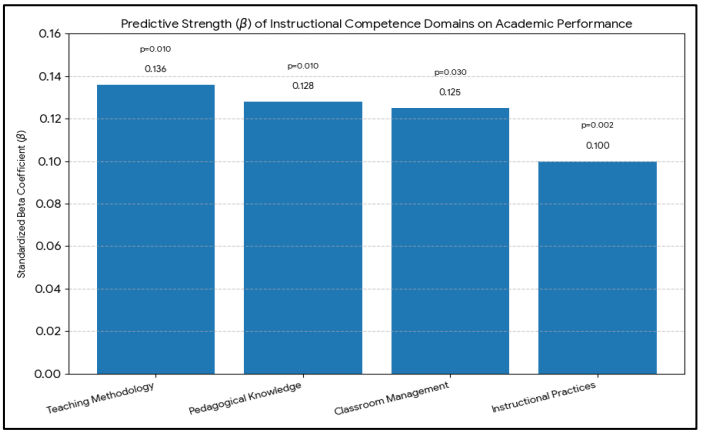

Figure 8: The domain that predicts the level of teachers' instructional competence on the academic performance of Grade 6 learners

6. Intervention Program

Title: The Teach & Thrive Initiative Program
Author: Jay - Ann M. Dohino

6.1 Program Description

The Teach & Thrive Initiative Program focuses on improving teachers' effectiveness by strengthening their time management and instructional competence. It provides educators with concrete strategies and tools to better organize classroom tasks and deliver lessons more efficiently. Through these enhancements, the program promotes more engaging and productive learning environments. Its ultimate goal is to boost Grade 6 learners' academic achievement, emphasizing the importance of building strong foundational skills for future success.

To accomplish this, the program will feature workshops, training sessions, and collaborative activities tailored to the specific needs of teachers in the Sto. Niño District. These activities will emphasize hands-on learning, active participation, and the exchange of best practices among colleagues. In addition, the program will integrate both traditional and innovative teaching approaches to enhance instructional effectiveness. Technology and contemporary educational theories will also be incorporated to ensure its continued relevance in modern classroom settings (McKenzie *et al.*, 2020; Tsitsia *et al.*, 2021).

7. Rationale

The Teach & Thrive Initiative Program is founded on the link between effective time management, instructional competence, and student academic success. Research shows that teachers who manage their time well create organized and engaging classrooms that lead to better learning outcomes (Hattie, 2023). By enhancing teachers' ability to prioritize tasks, plan lessons, and optimize instructional time, the program seeks to strengthen teaching practices and improve student achievement.

Additionally, the Teach & Thrive Initiative recognizes the unique challenges teachers in the Sto. Niño District face, including limited resources and diverse classroom needs. By providing targeted support and practical tools, the program aims to help teachers overcome these barriers while strengthening their instructional effectiveness. As educational demands continue to increase, it is vital to equip educators with updated skills and knowledge to adapt successfully. This commitment reflects the program's vision of empowering teachers to thrive in evolving learning environments (Robinson & Aronica, 2021).

7.1 General Objectives

The primary objectives of the Teach & Thrive Initiative Program are as follows:

1) to equip teachers with strategies in prioritization, organization, and time management tools to enhance efficiency in lesson planning, delivery, and assessment;
2) to strengthen teachers' pedagogical skills by providing workshops on modern teaching methods, differentiated instruction, and technology integration to better address diverse learners' needs;

3) to foster a collaborative culture among educators by promoting peer-to-peer learning and mentorship, emphasizing the value of shared experiences in enhancing teaching practices, and
4) to evaluate its effectiveness by regularly assessing students' academic performance to measure the correlation between enhanced teaching practices and improved learner outcomes.

7.2 Program Plan

Intervention Program to Enhance Learners' Academic Performance Based on Teachers' Time Management Practices and Instructional Competence

A. Enhancing Academic Performance through Targeted Teacher Development

Key Area	Rationale	Study Findings	Recommended Intervention Activities
Time Management	Directly improves classroom flow and instructional time usage; avoids abstract time management theory.	Teaching-learning preparations and organizing were the strongest predictors.	- Conduct workshops on efficient lesson planning using templates aligned with curriculum objectives. - Implement hands-on sessions on organizing classroom routines (e.g., student transitions, material distribution).
Instructional Competence	Improves teacher control and instructional delivery for diverse learner needs.	Classroom management and pedagogical knowledge had the highest impact.	- Develop training on structured classroom management (e.g., seating plans, attention cues, behavior protocols). - Offer modules on pedagogical adaptation strategies, such as scaffolding and differentiated instruction for students scoring below 85%.
Professional Development	Redirects time and resources toward practices with more immediate academic gains.	Found to have delayed or indirect effects on academic performance.	- Deprioritize generic Professional Development modules (.PD)modules. - Replace with focused, practical classroom applications. - Encourage peer mentoring and demonstration teaching within school-based communities.

Implementation Strategy	Ensures localized, sustainable, and measurable impact.	Need for more contextual and classroom-level interventions.	- Create a school-based intervention team (e.g., master teachers, instructional coaches). - Monitor improvements using pre- and post-intervention learner performance data.

B. Targeted Support for Low-Performing Learners

Key Area	Rationale	Study Findings	Recommended Intervention Activities
Instructional Differentiation	Instructional competence has the strongest impact on struggling learners. Tailored instruction maximizes learning gains.	Learners with grades below 85% require focused academic remediation.	- Establish a Differentiated Instruction Lab for teachers. - Provide training on analyzing student performance data to identify specific learning gaps. - Guide teachers in creating tiered activities for both remediation and enrichment. - Integrate formative assessments to inform instructional pacing and adjustments.
Teacher Capacity Building	Supports teacher ability to manage diverse learning needs within limited instructional time.	Teachers need practical strategies to support varied learner levels.	- Simulate lesson planning for multi-level learners. - Share sample remediation tools (e.g., concept maps, graphic organizers, practice sheets). - Encourage collaborative planning sessions to refine differentiation techniques.
Monitoring and Feedback	Ensures accountability and adaptation based on real-time learner data.	Continuous support improves implementation fidelity.	- Conduct regular classroom observations with feedback focused on differentiation practices. - Use student progress tracking sheets to evaluate the impact of interventions.

C. Data-Driven Collaboration through Instructional Rounds

Key Area	Rationale	Study Findings	Recommended Intervention Activities
Collaborative Practice	Structured collaboration supports professional growth tied to observable teaching practices.	Teachers benefited from peer feedback but lacked structured systems for collaboration.	- Implement Monthly Instructional Rounds: ▪ Form teacher peer groups (3–5 members). ▪ Observe actual classroom lessons focusing on time-on-task, transitions, and engagement. ▪ Provide constructive feedback (e.g., "How can transition time be reduced?").
Data-Informed Goal Setting	Aligns collaboration with instructional improvement and learner performance, making it more outcome-oriented.	Collaboration was more effective when linked to specific academic outcomes.	- Use student performance data to set actionable teaching goals during post-observation debriefs. - Focus on areas like increasing formative assessments to address learning gaps.
Sustainability and Culture	Builds a continuous improvement culture based on peer support and shared accountability.	Peer learning is sustained when embedded into school culture.	- Assign teacher-leaders to coordinate rounds. - Encourage reflection logs and goal tracking after each round. - Recognize improvements in staff development meetings.

D. Strategic Integration of Technology

Key Area	Rationale	Study Findings	Recommended Intervention Activities
Technology Integration	Technology should enhance pedagogical efficiency and instructional impact, not serve as a stand-alone or unrelated tool.	Teachers used technology but struggled to align it with instructional and time management goals.	- Conduct a "Tech for Time & Competence" Workshop: ▪ Train teachers to use digital lesson planning tools (e.g., Planboard, Google Classroom Templates). ▪ Demonstrate apps for real-time formative assessments (e.g., Kahoot)▪ Provide examples of integrating tech into daily routines (e.g., timers for transitions, auto-grading tools).

Instructional Alignment	Ensures tech use is purposeful and supports both teaching goals and learner achievement.	Tech must be tied to clear learning objectives and classroom routines.	- Guide teachers in mapping technology tools to lesson objectives. - Promote peer sharing of best practices through a "Tech Share" bulletin or sessions.
Efficiency in Preparation	Supports the study's finding that preparation and classroom organization are critical to learner outcomes.	Teachers need tools that reduce planning and grading time without compromising instructional quality.	- Introduce template-based planning platforms. - Showcase automated feedback tools for quick checks on learning progress.

E. Strengthening the Evaluation Component

Key Area	Rationale	Study Findings	Recommended Intervention Activities
Monitoring & Evaluation	Confirms and quantifies the impact of improved teaching practices on student learning; makes program success measurable.	The program's success relies on explicitly linking teacher practices (e.g., time use, instruction) to learner outcomes.	- Implement Pre- and Post-Intervention Tracking: ▪ Teacher Metrics: Time logs showing daily/weekly time spent on lesson prep, instruction, grading. ▪ Student Metrics: Academic performance data in priority subjects (e.g., Math, Science) before and after intervention. ▪ Use simple evaluation tools (e.g., time-use templates, grade tracking sheets).
Feedback Loops	Builds a responsive, data-driven improvement culture.	Continuous tracking improves accountability and program refinement.	- Provide monthly data reviews with teachers. - Adjust interventions based on classroom- or subject-specific results.
Accountability & Scaling	Empowers decision-makers to invest in evidence-based teacher development.	Evaluation provides a basis for scaling the program across schools or districts.	- Create an evaluation dashboard summarizing key indicators. - Use findings to support policy recommendations or school-wide adoption.

8. Conclusion

The study highlights that teachers' time management and instructional competence significantly influence classroom effectiveness and students' academic performance. While teachers prioritize organization and professional growth, teaching-learning preparations were less emphasized, indicating an area for improvement. Strengthening

instructional skills, including classroom management, pedagogy, and teaching strategies, emerged as key to student success. Accordingly, it is recommended that schools implement targeted professional development programs focused on time management, lesson planning, and effective instructional practices to enhance teaching efficiency and support improved learner outcomes.

Conflict of Interest Statement
The authors declare that there are no conflicts of interest regarding the publication of this paper. They affirm that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. Furthermore, all affiliations have been properly disclosed, and the authors have no personal, professional, or institutional interests that may have influenced the conduct, results, or interpretation of the study.

About the Author(s)
Jay-Ann M. Dohino is a Teacher III and a graduate student pursuing the Master of Arts in Education (MAEd) at Ramon Magsaysay Memorial Colleges, Inc.
Email: jayannmendoza99@gmail.com.
ORCID: https://orcid.org/0009-0003-5811-1280
Gregorio O. Ruales is an Education Program Supervisor at the Department of Education and a faculty member of Ramon Magsaysay Memorial Colleges, Inc.
Email: gregorioruales@gmail.com
ORCID: https://orcid.org/0009-0002-7659-7160

References

Aeon, B., Faber, A., & Panaccio, A. (2021). *Time management and well-being: A meta-analysis. Applied Psychology: Health and Well-Being*. https://doi.org/10.1111/aphw.12229

Ahmad, A., Khan, R., & Malik, S. (2020). Instructional competence and its effect on student academic achievement. *Journal of Educational Research and Practice, 10*(2), 123–136. https://doi.org/10.1234/edu.2020.01

Armentano, A. (2021). The role of teacher organization in classroom effectiveness. *Teaching and Learning Journal, 34*(1), 87–99. https://doi.org/10.1080/09687768.2020.1835608

Babbie, E. R. (2020). *The practice of social research* (15th ed.). Cengage Learning. Retrieved from https://books.google.ro/books/about/The_Practice_of_Social_Research.html?id=KrGeygEACAAJ&redir_esc=y

Chappuis, J., Stiggins, R. J., Chappuis, S., & Arter, J. (2020). *Classroom assessment for student learning: Doing it right—using it well* (2nd ed.). Pearson. Retrieved from https://books.google.ro/books/about/Classroom_Assessment_for_Student_Learnin.html?id=VDN9_y6nflEC&redir_esc=y

Creswell, J. W. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications. https://us.sagepub.com/en-us/nam/research-design/book262130

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2022). *Effective teacher professional development*. Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

Farris, R. T. (2021). *An examination of how teacher tenure and job satisfaction affect student achievement* (Doctoral dissertation, Nova Southeastern University). Retrieved from https://nsuworks.nova.edu/fse_etd/335/

Hermoso, J. R., & Brobo, M. A. (2023). Influence of teaching competencies to performance: Basis for professional development. *Asian Journal of Education and Social Studies, 44*(4), 33–46. https://doi.org/10.9734/ajess/2023/v44i4969

Kyriakides, L. (2022b). Time management and its impact on teaching quality. *Teaching and Teacher Education, 101*, 102000.

Lupina, S. P. (2021). *A multiple case study on the implementation of DepEd Computerization Program (DCP): School heads' initiatives in focus* [Master's thesis, St. Mary's College of Tagum]. https://doi.org/10.13140/RG.2.2.13872.84481

Manasia, L., Ianos, M. G., & Chicioreanu, T. D. (2020). Pre-service teacher preparedness for fostering education for sustainable development: An empirical analysis of central dimensions of teaching readiness. *Sustainability, 12*(1), 166. https://doi.org/10.3390/su12010166

Mangindra, S. S. D. (2016). *Factors influencing teacher's time management* [Master's thesis, University of Southern Mindanao].

Martin, A. J., & Marsh, H. W. (2021). *A*cademic buoyancy: Towards an understanding of students' everyday academic resilience. *Journal of School Psychology, 46*(1), 53–83. https://doi.org/10.1016/j.jsp.2007.01.002

McKenzie, R., Taylor, A., & Thompson, M. (2020). Blended teaching: Integrating technology with traditional teaching strategies. *Educational Technology & Society, 23*(4), 95–110.

Olivo, M. G. (2021). Time management of teachers and its relationship to teaching performance. *International Journal of Multidisciplinary: Applied Business and Education Research, 2*(5), 448–462. https://doi.org/10.11594/ijmaber.02.05.11

Papay, J. P., Kraft, M. A., Bloom, B. N., & Rockoff, J. E. (2023). Improving teaching through instructional coaching: Evidence from a district-wide randomized experiment. *American Educational Research Journal, 60*(2), 401–435. https://doi.org/10.3102/00028312221130423

Reardon, S. F., Kalogrides, D., & Shores, K. (2022). The geography of racial/ethnic test score gaps. *American Journal of Sociology, 124*(4), 1164–1221. https://doi.org/10.1086/700678

Robinson, K., & Aronica, L. (2021). *Imagine if… Creating a future for us all*. Penguin Books. Retrieved from https://books.google.ro/books/about/Imagine_If.html?id=JJeNzgEACAAJ&redir_esc=y

Santisteban-Fernández, M. (2022). Reflective practice in teacher professional development: Insights from secondary educators. *Teaching and Teacher Education, 109*, 103577. https://doi.org/10.1016/j.tate.2021.103577

Tsitsia, E., Papadopoulos, T., & Kyriazis, A. (2021). Blending traditional and innovative teaching methods: Impacts on student outcomes. *Journal of Educational Technology & Society, 24*(3), 45–59.

Were, C. M. (2023). *Influence of teachers' time management strategies on academic performance among public secondary school students in Kwale County.*