



Time Management and Job Stress as Related to Elementary Teachers' Performance

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ABSTRACT:

This study determined the relationship existing between the time management and teachers to their teaching performance in EDDIS III 2014-2015. The researcher utilized the descriptive method of research since the main thrust of this study is to analyze the time management and job stress of elementary teachers and their relationship to teachers' teaching performance in the third district of Bulacan 2014-2015. Results imply that teacher respondents place too much emphasis on punctuality and therefore look at being on time as important component of time management. In this study, time management of teacher respondents in terms of job aspect recorded weighted mean scores ranging from 4.01-4.71, manifesting that teacher always perform their duties and responsibilities very effectively and efficiently most particularly lesson planning. The results show that in terms of job aspect, teacher always manifest good attitude in performing their tasks. Meanwhile, teacher respondents considered their extra-curricular load lightly stressful with a lowest mean of 2.94. They believed that there is a tendency for them to experience stress due to many details, "red tape", and reports required of teachers, which consumed too much of their time. In the 285 teacher respondent's 80 percent or 188 respondents obtained performance taking within the bracket of 6.60 to 8.59 which was verbally described as very satisfactory. Only 47 or 20 percent of the teacher respondents obtained performance rating which belongs to the bracket of 8.60 to 10.00 with a verbal interpretation of outstanding. This very small value of standard deviation indicates that the performance ratings of the teacher respondents are homogenous, since inevitably, we cannot deny the fact that teachers were trained and educated on almost similar curriculum under the strict supervision of the CHED, guided by the vision, mission and objectives set forth by DepEd, and positive work attitudes. This means that the variation in the level of teaching performance of teacher respondents explained by the time management is due to mere chance. Results disclosed that these aspects as a whole do not show significant relationship with their teaching performance as indicated by the probability value of 0.15671 which is greater than the preset-level of significance of 0.05. This simply means that regardless of time management on personal and job aspect, teachers' performance remains the same. Based on the findings of the study, this conclusion was drawn: There is no significant relationship existing between the time management and teachers to their teaching performance. There is no significant relationship existing between the job stress experienced by teachers to their teaching performance.

Keywords: *Time Management, Job Stress, Teaching, EDDIS III Teachers*

Introduction

Teaching is one of the most challenging and crucial professions in the world. Teachers are critical in facilitating learning and in making it more efficient and effective; they hold the key to the success of any educational reform; and they are accountable for successful human development of the nation and for preparing the foundation for social and economic development. Yet, they are usually ill-prepared and left on their own to understand and address the needs of students, parents, administrator, society, the economy, and the past, present and future. Teaching takes time (Carter, 1997). And in schools, as elsewhere, there is never enough of it. Like any executive responsible for the efforts of others, managing time and coping up with stress are considered biggest challenges.

Thus, this topic is relevant and interesting to deal with. One of the primordial responsibilities of teachers nowadays is to improve teaching performance. To attain this goal, the pupils and teachers achieving high productivity if they themselves are suffering from time mismanagement and job-related disorders. For teachers, time is premium. According to Coher (1990), one complexity that is ever present in every management problem, every decision, and every action is getting an additional dimension time.

Effective use on school time begins with efficient classroom organization and management and vice versa. Much of the essentials of classroom life involve time management in some way: pairing down paperwork, planning, establishing routines that eliminate wasted time and confusion, giving independent assignment and seatwork to work with small groups, and classroom environment that allow pupils and activities to move smoothly from one activity to the next. Just like pupils, teachers have to manage their time efficiently to complete designated tasks. One has to control the use of it, to master it, to pace it, and to use it as a strategic factor in order to understand its impact on one's life, both independently and as a member of an organization. When time is managed well, it yields accomplishments and rewards. When it is managed poorly, it is unforgiving and punishing, and when this happens,

tension or job stress occurs, which most likely bear will influence on the performance of an individual. Managing oneself is choosing the best things to do in the time available.

The educational manager and teachers in the school should take note of the effective aspect (positive or negative) of the teacher's profession. In this regard Greenberg (1996) remarks:

“ Within the teacher's emotional life are the forces that most powerfully affect the entire teaching process. The human qualities of the teacher are the very heart of teaching. No matter how much emphasis is placed on such other qualities in teaching as educational technique, technology, equipment or buildings, the humanity of the teacher is the vital ingredient if children are to learn.”

Stress, however, is part of the normal fabric of human existence. It is an inevitable part of the challenges that prompt mastery of new skills and behaviour pattern. Job stress can be compared to a violin. Too little tension produces a dull sound, but too much tension may snap the string (Seldin, 1982). Moreover, stress on the job can be strongly felt when one is confronted with activities associated with time, such as deadlines to meet, schedules to implement, plans to be actualized, reports to be passed and others. It can be caused by any situation perceived as a test, a threat or a call for rapid growth. These situation can be brought about how one manages his time effectively. It triggers teachers' performance according to how he handles it. The teacher is considered the most important factor in the learning process, thus, he should maintain effective time management to reduce stress and improve productivity. As stated by Mayo Clinic Staff, effective time management is a primary means to a less stressful life. By managing time more wisely, teacher can minimize and improve quality of teaching

A lot of studies have been conducted because everyone knows how crucial it is to determine how they affect the daily activities of every working individual who is exposed to different environmental stressors. Not to mention the eventual effect of this problem to each individual's quality and quantity of production and performance.

According to Sime (2005), stress is the “wear and tear” the body experiences as it adjust to the continually changing environment; it has physical and emotional effects; and can create positive or negative feelings. As a positive influence, stress can help compel people to action; it can result in a new awareness and an exciting new perspective. As a negative influence it can result in feelings of distrust, rejection, anger and depression, which in turn can lead to health problems. In so, adjusting to different circumstances, stress will help or hinder them depending on how they react to it.

Teachers are prone to an environment susceptible to time management and job stress. They are mostly exposed to a lot of paper works, hectic schedule, uneven distribution of duties and responsibilities, unfair administrators and supervisors, and often changing school policies that caused burn out to teachers. These are also observed and experienced by them, which in one way or another may affect their teaching performance.

Statement of the Problem

The main purpose of this study was to determine the relationship between job satisfaction and teachers performance among selected teachers from Pandi North District

Specifically, it sought answers to the following questions:

1. Maslow's Theory of Needs

*Physiological Needs

*Safety Needs

*Belongingness and Love Needs

*Esteem Needs

*Self- Actualization

2. What is the profile of Teachers in terms of the following:

*Age

*Sex

*Highest Educational Attainment

*Position

*Years of Teaching Service

3. How teachers performance results to job satisfaction?

4. What is the level of teaching performance of elementary teachers in Pandi North District?

5. Do job satisfaction are solely based on teaching performance?

Hypothesis

This study was guided by the hypothesis that Job Satisfaction is significantly affected by teachers competencies and performance

Scope and Limitations

This study was conducted to determine Job Satisfaction as related to Competencies and Performance among selected teachers of Pandi North District.

Related Literature and Studies

Foreign Literature

To become an effective and competent teacher entails hard work. It also requires awareness of the varying roles, duties, and responsibilities, like worrying about efficient handling of classroom routine, time management, and stress-related situations. As a classroom teacher, engaging pupils in productive learning time is necessary. This is the time when pupils are engaged in meaningful and appropriate work. According to Fredericks (2005), the more productive learning time teachers have, the more pupils will learn. The challenge is, indeed, in creating a classroom that maximizes time

Guru and Drucker (1997) define time management as the process of making every second of the day count by truly being focused and positively boosting one's personal daily output and productivity. It is an essential trigger to advance career success. Professionals like teachers with effective time management skills tend to have better access to career opportunities, more accomplished, and a more balanced, stress-free lifestyle. Their skills enable them to prioritize tasks and get more things done efficiently on a daily basis. On the other hand, people with poor time management skills find themselves, more often than not, dragging their tasks longer than is advisable, efficient or permissible, thereby stressing themselves out and in the process sabotages their chances of personal and professional advancement. Time is the scarcest commodity or resource that a leader can have. It is usually in short supply. It is an aspect of life one could not really live without it. Time is also a unique resource. If it is wasted, it can never be replaced again. (Martires, 1992). A. Searing (2007) also stated that time is something that one can never take back. What's done is done. Nothing in history can be changed. The most we can do about anything that has already been done is to take counter measures to prevent the damage from spreading. However, there is one more effective way to stop the damage and that is to prevent it. "Prevention is better than cure". A quote that is most often used in terms of illness; however, this can also be done for future mistakes. Time management is a form of prevention.

According to a report from the National Educational Association's Special Committee on Time Resources, time is the key factor when considering how a teacher plans. "Tim often defines the possibilities and limitations of teachers' professional performance". When teachers have more time for planning and collaborating, teachers can be more creative. The shortage of time is a problem in all schools and is one of the most complex and challenging problems teachers face every day. With teachers feeling more pressure and a lack of time, frustration will inevitably occur and change will more than likely be hindered or compromised (Bacon, 1994).

Ganly (2007) says that the job of a teacher is very demanding, and requires patience and excellent time management skills. There are many lessons that have to be taught and many decisions that have to be made in the daily life of a teacher.

Organization is a key factor when teaching, and should be taken into consideration constantly. Simple steps such as labelling the places that different supplies belong, designating specific time for breaks, and having pupils hand out supplies needed for assignments are all good ways to save time when teaching. Time management tips can be very effective when trying to manage time as a teacher.

Mueller (2010) stated that the amount of hours available per day is unfortunately limited to the number of 24. Due to this fact, he suggested about intelligent ways to go manage teachers' time as effectively as possible.

The essentials about intelligent time management include the following: 1.) Identify activities that are stealing ones' valuable time. 2.) Start to eliminate time consumptive action. 3.) Apply power sessions to get work done. 4.) Schedule ones' leisure time. Time management has got a very important effect on being able to achieve the goals teachers have set themselves, yet it requires honesty, discipline and the willingness to make priorities. It will be often necessary to choose between pleasurable and time consumptive activities and tasks. Aristotle quoted that "we are what we repeatedly do". Excellence, then, according to him, is not an act, but a habit. Time management helps teachers finish more jobs with less effort. By allotting a certain amount of time for each activity, teachers don't have to worry about the next thing that they will do. With time management, the teachers become more organized and the things they do become more habitual than panic-driven. By making it a habit, they will become more productive. Similarly, Dodd and Sundheim (2007), say that effective time management is a habit. It's only when teachers constantly practices good time management skills that they begin to see positive results. It's doesn't happen overnight, especially if they have deep-rooted habits to replace. But, its well-worth the effort. When they manage time well, magic happens. Their thinking and therefore day-to-day living becomes much focused and much less cluttered.

Clammage (2001) examined that if one controls his time, he controls his life. Time is a precious commodity, everyone gets an equal share but one uses it very efficiently. People also look at time very differently. Societies have different attitudes towards time, some are rushed and punctual, while others are relaxed and disregard the clock. Successful managers and professionals are future or goal oriented. Productive people set their priorities and scheduled their time accordingly. Unsuccessful, unskilled workers are present-oriented and unorganized, fatalistic, hedonistic.

However, Duggins (2001) supports Clammage's statement that since a lot of people waste time, there must be a lot of problems managing time. First of all, many people have little experience organizing their lives, because others have done it for them. They don't see the need for a schedule. Also, many people resent any barrier that interferes with their doing whatever they feel like doing at a moment. Thus, a schedule is seen as stifling by some and resisted. Secondly, some are pushed by pressing needs- a need to believe the future will take care of itself. Thirdly, many spend days handling what appears to be "urgent" problems, such as answering the phone or mail, beating deadlines for never read reports, attending meetings, impressing the boss and others which are not in a broader sense very important or useful.

Lastly, some people make their daily schedule too rigid and overly demanding. One's schedule should make him feel as if he "got it together", not like a failure or an incompetent. One must be ready to explore any opportunity; otherwise, life can become a drag.

Chun (2001) says that time management is an important skill that one must acquire in order to become organized and less stressed. Most time management experts say that the first thing you need to do is to make a "time audit". A time audit is a way to evaluate one's time, and realize what he needs to spend more time on. The statement of Williams (2002) agrees with Chun that the first step in good time management is scheduling one's main time commitments such as work, sports, and other activities. One should not allow all of his time to be fixed on a single activity. He needs to remember to allow certain time to have fun.

Local Literature

A normal day in the life of a teacher can be pretty hectic as it involves handling a lot of things simultaneously, be it challenging students or overcrowded classroom or demanding administrators, the list is never ending.

As mandated by Education Act 1992, managers of people as leaders create useful change to be effective. To effectively dispense his administrative functions, he should budget his time wisely between his work and his personal activities towards higher level of expectations and achievements. In accordance with the provision of the Education Act, the education department specifies functions of the public elementary school administrators which include proper scheduling of time to come up with desired outcomes.

Functions and duties of the public elementary school may be grouped into three categories. These are leadership, administrative functions, and school community relations. The teachers have vital role to play as stipulated in the Act. As managers, they should know to manage their time well because they are the ones who directly facing and doing the responsibilities as educators of the young children. There is a need for them to budget their time inside the classroom to attain their objectives as contributors to the education system.

Time management of teachers is very important aspect of their routinely activities. If teachers are married, they should be able to manage their time wisely. At home they have to plan their activities so as not to affect their job performance in school. They have to organize, direct and control to accomplish the plan. All of these require management of time to be more efficient, proficient and effective teacher.

Gomez (2007) cited that time management is one of those skills no one teaches you in school but you have to learn. It doesn't matter how smart you are if you can't organize information well enough to take it in. And it doesn't matter how skilled you are if procrastination keeps you from getting your work done. In an article that appeared in the *Filipino Teacher*, Ramiso (1990), noted that the role of a teacher is not only focused on teaching or instructing, but also on eliciting the drives, enthusiasm, and reinforcing the students skills. Indeed, the real duties of an effective leader are broader and more complicated than what people believe.

Cordovan (1990) also noted that the teachers activities were allotted to activities within the school including non-teaching duties, care of the classroom, time management, working with the community and other related work. But most of the time, the teachers' work is devoted to the teaching process, preparing lesson plans and teaching aids.

Menguin (2009) stated that time management is one tool to success. When employees manage their time wisely and efficiently, both production and profits will increase.

In an article on time management for school administrators, managers, and teachers handling their work, Palispis (1990) stressed the importance of time management to every school administrators. According to him, "Time as an organizational resource must be viewed as desired output". He emphasized that proper and wise use of time is necessary for school manager in the discharge of his administrative, supervisory, and public relations functions. He added that in the management time, what is foremost needed is an effective system, a system that will work out successfully in carrying out every detail of one's work.

Teachers; stress, however, as cited by Younghusband (2008), has been of considerable concern for several decades. In fact, researchers have reported that the primary health problem of teachers is stress and that the causes are multiple and complex. Workplace stress has also been found to diminish teachers' enthusiasm and distance them emotionally from their students, thereby lessening the teacher-student interaction.

Teaching can be a stressful job not only because there is a pressure to be an excellent role model but the combination of students, their parents, management, administrative work and faculty activities can get overwhelming at times. It's a well known fact that over 90% of all teachers experience elevated stress levels. This stress is also heightened by the economy, with low salaries and fear of job losses. Overcrowded classrooms, grading assignments, angry parents can easily escalate a teacher's stress level to a point that it adversely affects their health. It is important for teachers to consider the techniques of stress management like not to get lost in a morass of daily pressures.

Related Studies

Foreign Studies

Teachers have a very schedule and they have many topics to teach and many students to attend to. There are many plans to be made for each day and a chaotic schedule as well. Utilizing good time management, teachers won't have to deal with job stress, thus improve their teaching performance.

In a study conducted by Stuart (2003) regarding on time management revealed that managers, by taking a time log of their activities, discover that a great of their job time was fragmented by interruptions in the form of lack of planning, drop-in visitors, ineffective instruction, uncontrolled meetings and personal disorganization. Reynold's (2003) aimed to determine how managers and executives can manage their time effectively and get the most out of every precious minutes or at twelve hours work out of an eight-hour day. She discussed time management techniques such as keeping a record of how one spends his time, managing one's time, consolidating time and planning one's daily work. Time that is scattered in small segments throughout the day could be blocked to give more time for executive planners which require large chunk of time.

In the spring of 2001, a study was conducted by Barbara Tye and Lisa O'Brien which sought to answer the question: Why are experienced teachers leaving the profession? Tye and O'Brien revealed that the number one reason why teachers left the field was due to increased paperwork and additional non-teaching demands such as changing student's characteristics, negativity and pressure from parents and the community, and tension between teachers and administration". With teachers leaving the field, the researchers started to wonder how much time does a normal worker, not just a teacher, spends on paperwork and other menial.

Pace Productivity in Toronto, conducted a study among 690 employees in North America, third largest continent, found hat the average spends more than five hours a week just on paperwork. According to Knight (2002) anyone who is a teacher knows they spend probably twice that amount on paperwork, if not more, and most of it is done at home. Hawkins and Klas (1997) who conducted a study of perceived stress among regular classroom teachers, "time management was found to be the highest ranking stressor, followed by Parent/Teacher Relations and Interpersonal Conflicts". With teachers engaged in ongoing professional development courses , working on the overall improvement of schools, increasing parent partnerships, teaching every subject and covering the extensive curriculum while making sure every standard is met, it is no wonder teachers feel overwhelmed.

The Scale of Occupational Stress: further analysis of the impact of demographic factors and type of job, published in 2000, found that 41.5% of teachers reported themselves "highly stressed", while 58.5% came into a "low stress" category, while 36% of teachers felt the effects of stress all or most of the time. This is indeed alarming state and visibly also the biggest reason for school teachers quitting at a very high percentage or seeking professional help to fight back stress. The figures from teacher's support line, USA, show different reasons that cause distress to teachers: a.) stress, anxiety and depression 27%, b.) conflict with managers or colleagues 14%, c.) pressure of workload and excessive changes 9%, d.) loss of confidence and performance anxiety 9%, and e.) relationship, marital and family problems 5%.

Local Studies

In 1999, Penaredondo conducted a study on the time management efficiency of teachers in Banate, Ilo-Ilo. She found out that the secondary school teachers of Banate National High School were time management efficiency of the said teachers is not varied, determined, nor influenced by their sex, age, family size, civil status and level of professional growth.

A study of time management efficiency and job performance of PUP Administrative Employee was conducted by Bartolo (2001) . Her findings revealed that the administrative employees of PUP practice time management in relation to their work to a high extent. The performance evaluation rating of the PUP administrative employees was very satisfactory. It is concluded that high time management efficiency rating are significantly associated with high performance evaluation rating.

Delfin (2008) whose study aimed to determine the relationship between management efficiency and its relationship to teaching performance found out that there is no significant difference between time management of faculty members when they are grouped according to age, gender, length of service and highest educational attainment. But there is a significant difference between time management efficiency and teaching performance of faculty members. Faculty members from various colleges are managing their time very efficiently but got lower rate in their teaching performance

Candelario (2005) who sought to determine the extent of time management and performance of elementary grade teachers in selected school in the Division of City Schools Manila and their relationship to pupils' achievement found out that time management of teachers on personal aspect is excellent. They considered themselves excellent in time management doing household chores , child rearing, financial management and husband-wife care. On the job aspects, teachers considered themselves very good in management of their time for planning, organizing, controlling, and evaluating. Teachers' time management on personal aspects has nothing to do with the pupils' achievement. The obtained coefficients are not significant.

Pomasdoro (1991) attempted to analyze the level of job stress and individual productivity of the faculty of selected state colleges in Southern Tagalog Provinces, Region IV and established the relationship of selected factors of the job related stress to individual productivity in terms of instruction, research and extension. He found out that the overall level of job stress of the faculty as measured by selected and personal variables is low which indicated that they are not getting the right amount of stimulation in their job. The level of individual productivity of the faculty is generally low as measured by instruction, research and extension. There is a significant relationship between job stress and individual productivity. Of the stressors factors, the following are significantly related to individual productivity : role conflict, ambiguity, health condition, supervision, workload and family relation.

Carillo (2008) aimed to determine the effect of job stress and personal factors to the teaching performance of the selected public elementary school teachers in Magdalena District, Division of Laguna. Her findings revealed that: a.) "Sometimes" teachers experience job stress because of administrative policies, and they "always" experience job stress in terms of workload. B.) Job stressors as to management variable with administrative policies have significant effect in teaching performance of teachers. Work environment as a whole has no significant effect on the teaching performance of teachers.

Relationship of the Present Study with the Previous Studies

The studies which were reviewed have a certain degree of relatedness with the present work as far as time management and job stress are concerned. However, present researcher attempted to find out the relationship between time management and job stress of teachers and their teaching performances.

They differ with the present study in terms of research venue utilized, factors considered, respondents involved and limiting factors included.

A number of studies and literature revealed various ways which can help teachers manage their stress and time efficiently and effectively. All the materials reviewed gave her useful insights that enriched her inferences, interpretations, and implications.

Conceptual Framework

Time management provides the basis for this study. Time is the most valuable commodity. Once consumed, it can never be replaced again. On the other hand, it is renewed each day. As discussed and explain by many researchers in the field of education, time management is a great factor to one's life. If it is managed well, it yields good, if not excellent performance.

The theories and insights from the reviewed literature and studies serve as a basis for formulation for the research paradigm. The paradigm shows that independent variables: time management of teachers in terms of personal and job aspect and the job stress of teachers in terms of workload, role conflicts, and socio-economic problems. The dependent variable of the study is the performance of elementary teachers.

This would mean that the relationship between the independent variables and dependent variables should be acknowledged by the stakeholders of education.

METHODOLOGY

Research Design

The researcher utilized the descriptive method of research since the main thrust of this study is to analyze the time management and job stress of elementary teachers and their relationship to teachers' teaching performance in the third district of Bulacan 2014-2015.

As pointed by Best and Kahn (1998), the descriptive method is used when the researcher's intent is to describe the status of something and probe onto the similarities and differences among a particular group of individuals on the basis of certain characteristics and variables.

Descriptive design and in itself, however, is not very satisfying, since most

Researchers want to have a more complete understanding of the people and things. This requires a more detailed analysis of the various aspects of phenomena and their interrelationships.

To gather pertinent information, the performance rating of teachers (PAST) school year 2014-2015 of EDDIS III elementary teachers were taken from the records of each school.

Data Gathering Techniques

The main instrument in this study was the questionnaire checklist. The items were taken from the researcher's readings and researchers from books, related studies and from the electronic source of information.

The questionnaire consisted of three parts. Part I was the time management considering the personal and the job aspect of teachers, Part II was the job stress of teachers in terms of workload, role-conflicts, and socio-economic problems, and Part III was the coping mechanisms of stress of teachers in terms of physical and mental state.

Sampling Procedure

Following the normative procedure, a letter of request addressed to the Schools Division Superintendent seeking permission to conduct the study and distribute the questionnaire was written by the researcher. After it was approved, she personally handed the request to the district Supervisor and to the principals concerned.

The instrument was administered to the selected public elementary teacher respondent in EDDIS III during their free time to ensure that there will be no disturbance of classes. All accomplished questionnaire were retrieved by the researcher then coding, tallying, tabulation, and analysis of data followed.

Data Analysis Scheme

To solve the problems and the hypothesis of the study, and to ensure accuracy and reliability in the analysis and interpretation of data, the following statistical tools were used.

1. **Percentage.** This was used to describe relationship of a part to the whole. This was largely used in the description of the principal characteristics of the respondents.

$$P = \frac{f}{n} \times 100$$

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where:

P = percentage
f = frequency of responses
n = number of item

2. **Weighted Mean.** The items in the responses are options with assigned points. The weighted mean was chosen to determine the perceptions of the respondents on the different factors of the questionnaire.

$$\bar{X} = \frac{\sum X}{N}$$

where:

\bar{X} = mean
X = value of each item
n = number of item

3. **Standard Deviation.** It is the measure of variability. It is the most used indicator of the degree of dispersion and is also the most dependable measure to estimate the variability in a total population.

$$s = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

where:

s = Standard Deviation
f = frequency
X = value of each item
 \bar{X} = mean
N = number of cases

4. **The Multiple Regression Analysis.** This was used to determine the extent of relationship between the variables and their perceptions to the different factors of time management and job stress in the questionnaire.

5. **Simple Analysis of Variance**

$$F = \frac{MSSb}{MSSw}$$

F = test
MSSb = Between-column mean sum of squares
MSSw = Within-column mean sum of squares

RESULTS AND DISCUSSIONS

Table 2 to table 3 display the assessments of the teacher respondents as regards time management in terms of personal and job aspects.

On Personal Aspect

Table 2 shows the weighted mean and the verbal description of the teacher respondents as regards time management in terms of personal aspect.

Among the ten (10) items indicated in the table, item number 8, “ I give too much importance on punctuality”, obtained the highest mean of 4.69 with a verbal interpretation of “ always”. On the contrary , item number 5, “ Saving time is low on my priority list”, registered the lowest mean of 3.01 which was verbally interpreted as “sometimes”. The overall weighted mean was computed at 3.82 which was verbally described as “often”. It can be concluded that teachers value and practice good time management. Time management is of great importance to teachers’ personal life and career success. It teaches us how to manage our time effectively and make the most of it. Teachers become more productive and can accomplish more with less effort and time. Time management can help us reduce wasted time and energy, help us become more creative and productive, and enable us to do the right thing at the right time. This will of course lead to more balance and fulfilment in their life.

Table 2. Assessment of Teacher Respondent as Regards Time Management in Terms of Personal Aspect

Item Statement	Response					Mean	Verbal Interpretation
	1	2	3	4	5		
1. I have more things to do than I have time to do it.	3	11	62	130	29	3.73	O
2. I pride myself on meeting deadlines.	1	18	44	134	38	3.81	O
3.It bothers me when I see teachers wasting time.	3	17	63	117	35	3.70	O
4. I get nervous when my means of transportation is delayed.	15	14	52	109	45	3.66	O
5.Saving time is low on my priority list.	40	35	61	80	19	3.01	S
6.I make it a point of beating the time allowed for my job assignment.	5	13	60	96	61	3.83	O
7.I wear a wristwatch and consult it frequently.	20	20	40	83	72	3.71	O
8.I give too much importance on punctuality.	2	12	83	137	1	4.69	A
9.I am laid back when it comes to time pressure.	5	5	83	80	62	3.80	O
10.I set and observe time for doing something.	1	4	21	113	96	4.27	A
Overall Mean						3.82	O

Legend: Weighted Mean Verbal Description

4.21-5.00 Always (A)

3.41-4.20 Often (O)

2.62-3.40 Sometimes (S)

1.81-2.60 Rarely (R)

1.00-1.80 Never (N)

Results imply that teacher respondents place too much emphasis on punctuality and therefore look at being on time as important component of time management. As stated in Education Book 4291 for Student Teaching, punctuality revolves around responsibility, commitment, and the seriousness with which you take. It is necessity for success, it’s crucial in school, in work, in general life it

In fact, punctuality is everything in the workplace. Teachers are expected to give 100% of them , punctuality included. To be respected, they need to be reliable, committed, and hardworking. They need to be , among other things . That’s why in terms of personal aspect, teachers valued and practice time management skills.

On Job Aspect

In this study, time management of teacher respondents in terms of job aspect recorded weighted mean scores ranging from 4.01-4.71, manifesting that teachers always perform their duties and responsibilities very effectively and efficiently most particularly lesson planning. As mandated in the Qualification Standards (CSC 1995), one of the duties and responsibilities of the Filipino teacher is to prepare effective lesson plan. They truly believed that lesson plan is their bible in learning and in teaching process. They never enter a classroom without knowing clearly and explicitly what one will communicate during the class period. As can be noted from table 3, item number 1, “ I pass my lesson plan on time” registered the highest mean of 4.71

with a verbal interpretation of “always”. On the other hand, item number 10, “I eliminate all idle time from my schedule”, registered the lowest mean of 4.01 which was verbally interpreted as “often”. This means that teacher respondents managed their time wisely because they don’t let unnecessary things interrupt their fully-planned schedule. The overall weighted mean was computed at 4.44 which was verbally described as “always”.

Table 3. Assessment of Teacher Respondent as Regards Time Management in Terms of Job Aspect

Item Statement	Response					Mean	Verbal Interpretation
	1	2	3	4	5		
1. I pass my lesson plan on time	0	1	5	54	175	4.71	A
2. I plan the activities that should be done for the day that respond to the needs of my pupils.	0	0	7	77	151	4.61	A
3.I manage my own time better and take a stand against over scheduling	0	0	10	100	125	4.49	A
4. I go to class and activities on time.	0	0	6	79	150	4.61	A
5.I perform assignments and obligations on time.	0	0	14	73	148	4.57	A
6.I kept a monthly, weekly or daily calendar for commitments or appointments.	0	4	31	90	110	4.30	A
7.I set dates ahead of time and do follow-up work.	0	0	25	103	107	4.35	A
8.I organize things according to importance and priority.	1	1	12	102	119	4.45	A
9.I used class time efficiently by providing as many useful activities as possible.	0	0	16	125	94	4.33	A
10.I eliminate all idle time from my schedule.	1	1	49	127	57	4.01	O
Overall Mean						4.44	A

Legend: Weighted Mean Verbal Description

4.21-5.00 Always (A)

3.41-4.20 Often (O)

2.62-3.40 Sometimes (S)

1.81-2.60 Rarely (R)

1.00-1.80 Never (N)

The results show that in terms of job aspect, teacher always manifest good attitude in performing their tasks. Teachers believed that lesson planning and scheduling of activities need good time management. For them, *“It is better to over-prepare than to under-prepare for class”*. This means that they can always use what they have prepared tomorrow, but it is not helpful to the educational process to waste valuable instructional time.

The Job Stress of Teacher Respondents

Table 4 to Table 6 presents the assessments of teacher respondents on job stress in terms

of workload stressors, role conflicts, and socio economic problems.

On Workload Stressors

The assessment of teacher respondents as regards workload stressors are shown in Table 4.

Inspection of the tabulated data reveals that teachers considered the preparation of visual materials in eight subject are moderately stressful with a highest mean of 3.58. This is due to the fact that most elementary teachers usually teach eight subjects every day. In merely writing the lesson plans for the eight subjects, they spend two hours or more, excluding the preparation of visual aids. Usually, the preparation of visual materials longer. These tasks are considered very taxing for them. According to Chong on her article (2006), the basis of all learning is experience. The best way for effective learning is

to provide firsthand experience like showing real objects. Teachers must remember that a mere collection of visual aids cannot make teaching effective and meaningful. They are only aids and not a substitute for the teacher.

He also emphasized that teachers should know what material is available and when and how it is to be used. They should make the best use of the things available in the classroom or things that are available in the locality. In the sense, teachers can save their time and effort preparing for visual aids

Table 4. Assessment of Teacher Respondent as Workload Stressors

Item Statement	Response					Mean	Verbal Interpretation
	1	2	3	4	5		
1. Daily preparation of lesson plan.	28	21	56	92	38	3.39	SS
2. Submission of forms and reports on or before deadline.	15	35	67	85	33	3.37	SS
3. Preparation of visual materials on the eight subject area.	4	27	71	94	39	3.58	MS
4. Participation in the monthly activities specified in the school calendar every month.	15	49	78	77	16	3.13	SS
5. Provision of remedial classes for slow learners	14	38	68	93	22	3.31	SS
6. Doing actual teaching.	47	35	54	78	21	2.96	SS
7. Teaching with observers.	15	33	64	59	64	3.54	MS
8. My classes are used as "dumping grounds" for problem students.	17	32	85	68	33	3.29	SS
9. My teaching load is greater than that of most of the other teachers in our school.	27	43	78	71	16	3.03	SS
10. My extra-curricular load is unreasonable.	31	35	96	64	9	2.94	SS
Overall Mean						3.25	SS

Legend: Weighted Mean

Verbal Description

4.21-5.00	Extremely Stressful (ES)
3.41-4.20	Moderately Stressful (MS)
2.62-3.40	Slightly Stressful (SS)
1.81-2.60	Least Stressful (LS)
1.00-1.80	Not Stressful (NS)

Meanwhile, teacher respondents considered their extra-curricular load lightly stressful with a lowest mean of 2.94. They believed that there is a tendency for them to experience stress due to many details, "red tape", and reports required of teachers, which consumed too much of their time. Workload issues lie behind much of the stress teachers are experiencing. Not only can a heavy workload be tiring in its own right, it often drives them to work much longer hours than they would really like.

This means that they spend time working that they'd prefer to use for the things that give life value. It also means that they're working when they should really be resting. Worse than this, a heavy routine workload leaves them little time to deal with the emergencies that come up from time-to-time. This adds to the feeling of being "out of control" that is so much part of stress.

In accordance with these feelings, teacher experience high workload is a serious problem in Hong Kong. Professional teacher's union of Hong Kong (2005) survey showed that 35.6% teachers report that they have to work overtime for more than 21 hours per week and 14% of them have to work overtime even over 31 hours each week.

French and Caplan (1990) also reported that excessive and inconvenient working hours and constant deadlines all contribute to poor mental and physical health. Having too much or too difficult things to do creates stress. Overload occurs when discrepancies exist between professional preparation and actual work assignment. The overall weighted mean was registered at 3.25 which was verbally interpreted as “slightly stressful”.

As a whole, teacher respondents felt that preparation of visual materials in eight subject areas and their extra-curricular load did not restrict them to keep up-to-date professionally. They continue to demonstrate attitudes that foster learning.

On Role Conflicts

Table 5 displays the assessment of teacher respondents on stressors in the terms of role conflicts.

A closer look of the table reveals that serving during registration and local and national elections registered the highest mean of 3.43 which was verbally interpreted as moderately stressful. This finding does not imply that teachers do not want to render their extra time and service. This is because they carry a great responsibility during elections and they even risk their lives for a clean and honest election.

In fact, Villar (2009) cited the hazards faced by teachers during elections. There have been many reports of harassment, abuse and even death of public school teachers. According to him, “Teachers undergo a lot of stress before, during and, after election. Thus, Villar filed a Senate Bill 3399 or ‘An Act to Provide Free Legal Assistance and Financial Support to Public School Teachers Charged with Election-Related Offenses’, which

will ensure that the teachers' welfare are well taken care of. He pointed out that “Public school teachers serve as vanguards of the people's votes.

Table 5. Assessment of Teacher Respondent on Role Conflicts

Item Statement	Response					Mean	Verbal Interpretation
	1	2	3	4	5		
1. Conduct home visitation.	24	36	85	72	18	3.10	SS
2. Serve during registration and local national elections.	17	34	64	72	48	3.43	MS
3. Training pupils to participate in the extra-curricular activities.	19	33	96	68	19	3.15	SS
4. Organizing different school club officers.	31	45	90	59	10	2.88	SS
5. Organizing Parents and Teachers Association (PTA) and other community-related officers.	40	50	63	65	17	2.87	SS
6. Attending official meetings.	34	57	67	59	17	2.86	SS
7. Time pressure due to different DepEd contests.	13	36	77	78	31	3.33	SS
8. Too much socialization with colleagues.	33	52	90	52	8	2.79	SS
9. Doing committee work.	25	55	91	53	11	2.87	SS
10. Attending seminars, workshops and conferences.	26	44	84	69	12	2.99	SS
Overall Mean						3.03	SS

Legend: Weighted Mean

Verbal Description

4.21-5.00

Extremely Stressful (ES)

3.41-4.20

Moderately Stressful (MS)

2.62-3.40

Slightly Stressful (SS)

1.81-2.60

Least Stressful (LS)

1.00-1.80

Not Stressful (NS)

Further analysis of the tabulated data shows that too much socialization with colleagues obtained the lowest mean of 2.79. This result reveals that teacher respondents are slightly stressed because they still believed in the positive influence of their peers. In fact, they develop good rapport and harmonious

relationship. In conformity, Diaz (1997) says that a good working relationship enhances the productivity of an employee. It makes the employee work willingly and enthusiastically.

It is a plus factor if one possesses that ability to get along well with others so as to accomplish work done in group. The overall weighted mean was computed at 3.03 which was verbally described as slightly stressful. In conformity, Ho (1999) concluded that teacher respondents experienced stress stemming from role-conflicts such as conduct of home visitation, serve during elections, organizing Parent-Teacher Association and attending seminars. Exposure to role stressors tends to reduce individuals' capacity to control their work environment which, in turn, is expected to adversely affect the individual's ability to function effectively.

On Socio-Economic Problems

Table 6 exhibits the assessment of teacher respondents on stressors in terms of socio-economic problems.

Table 6. Assessment of Teacher Respondent on Socio-Economic Problems

Item Statement	Response					Mean	Verbal Interpretation
	1	2	3	4	5		
1. Cost of household expenses.	11	20	44	107	53	3.73	MS
2. Take home pay.	25	28	59	82	41	3.37	SS
3. Payment of loans for major purchases.	28	21	57	90	39	3.57	MS
4. Payment of loans for minor purchases.	26	25	72	86	26	3.26	SS
5. Change in way of living.	21	27	98	74	15	3.15	SS
6. Aid to extended families.	23	38	95	66	13	3.03	SS
7. Illness of relatives.	7	36	84	80	28	3.37	SS
8. Contributions and other forms of solicitations.	12	41	83	86	13	3.20	SS
9. Cost of education of children.	26	34	47	91	37	3.34	SS
10. Cost of goods and other products used in daily consumption.	14	26	59	86	50	3.57	MS
Overall Mean						3.36	SS

Legend: Weighted Mean	Verbal Description
4.21-5.00	Extremely Stressful (ES)
3.41-4.20	Moderately Stressful (MS)
2.62-3.40	Slightly Stressful (SS)
1.81-2.60	Least Stressful (LS)
1.00-1.80	Not Stressful (NS)

As can be seen from the table, the overall weighted mean was computed at 3.36. This result reveals that the teacher respondents experienced slight stress as regards socio-economic problems. In fact, the teachers perceived cost of household expenses to be moderately stressful as can be seen by the 3.73 highest weighted mean. This is attributable to the fact that the income of the family does not increase hand-in-hand with the prices of commodities. With a limited income, how can a family cope with the increasing prices to satisfy their needs? This is the reason why teachers resort to selling goods like Avon products, insurance, Tupperware, tocino, and others to augment their needs. On the other hand, aid to extended families registered the lowest mean of 3.03 was considered slightly stressful.

The result also suggest that the greater the financial shortage the family is experiencing the higher the respondents' level of stress. Similarly, when a member of the family is in need, the more the respondents become stressful.

Resorting to coping mechanisms to manage stress is not necessary since the effect a slight and moderate stress is constructive. According to Schermerhorn, et al (1994), moderate stress acts in a positive way or energizing way, can increase effort, stimulates creativity and encourages diligence in one's work.

The Performance Rating of the Teacher Respondents

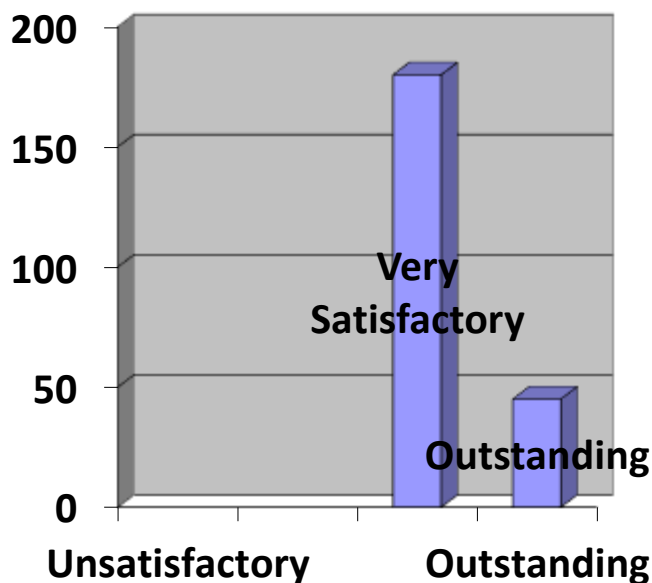
Table 7 and Figure 3 show level of teaching performance of public elementary school teachers in the third district of Bulacan. It was measured through the so-called "PAST" or the Performance Appraisal System for Teachers. Sandler (2008) says that Performance Appraisal Techniques motivate teachers to be productive.

As can be noted from the table and its corresponding graph, eighty percent or 188 teacher respondents obtained performance taking within the bracket of 6.60 to 8.59 which was verbally described as very satisfactory. Only 47 or 20 percent of the teacher respondents obtained performance rating which belongs to the bracket of 8.60 to 10.00 with a verbal interpretation of outstanding.

The mean performance of the teacher respondents was computed at 8.57 which was verbally interpreted as very satisfactory. The computed standard deviation was registered at 0.19. This very small value of standard deviation indicates that the performance ratings of the teacher respondents are homogenous, since inevitably, we cannot deny the fact that teachers were trained and educated on almost similar curriculum under the strict supervision of the CHED, guided by the vision, mission and objectives set forth by DepEd, and positive work attitudes. It can also be said that PAST is designed to identify strengths and areas for growth, evaluate skills and knowledge and devise steps for upgrading of teachers and focus on further development in lieu of previous performance. According to Posner (1991) "Good appraisals consist of feedback on previous performance as well as future objectives."

Table 7. Frequency and Descriptive Measures of the Teaching Performance of the Teacher Respondents

Rating	Frequency N= 36	Percent	Verbal Interpretation
8.60-10.00	47	20.00	Outstanding
6.60-8.59	188	80.00	Very Satisfactory
4.60-6.59	0	0.00	Satisfactory
2.60-4.59	0	0.00	Unsatisfactory
Below-2.59	0	0.00	Poor
Mean	8.57		
Verbal Interpretation	Very Satisfactory		
Standard Deviation	0.19		



Frequency 3. Frequency and Descriptive Measures of the Teaching Performance of the Teacher Respondents

Significant Correlates of Teachers’ Performance on Personal and Job Aspect

The identification of the significant correlates of teachers a’ performance is the major concern of this study. The independent variables, personal aspect and job aspect were correlated with the dependent variable, the teachers’ teaching performance.

Table 8 shows the summary of the results in the multiple regression run. The data show that only personal aspect was found significant determinant of teacher respondents’ teaching performance. This is brought about by the fact that the probability value for personal aspect which is 0.044706 is less than the pre-set level of significance of 0.05. on the other hand, job aspect was found not significant in relation to the level of performance of the teacher respondents.

Table 8. Regression Analysis of Teachers Performance on Personal and Job Aspect.

Item	Beta Coefficient	Significance
Personal Aspect	0.018911*	0.044706
Job Aspect	0.004868 ns	0.730919

Multiple Correlation Coefficient (R) = + 0.125897485

Coefficient of Determination (R)= 0.015850177

Ns, p > 0.05, not significant

*, significant, p < 0.05

A multiple correlation coefficient of =0.125897485 indicates the degree of correlation between time management and the teachers’ level of performance. This indicates that negligible correlation exists between the aforementioned variables.

A coefficient of determination of 0.015850177, which is the square of the multiple correlation coefficient, denotes that 1.59% variations in teachers’ teaching performance can be explained by the variation in time management.

Table 9 presents the analysis of variance of the regression of the teachers’ teaching performance with the time management.

The results reveal that taken jointly the two aspects of time management (personal and job aspect) with the level of teaching performance did form a not significant F value of 1.86823. This means that the variation in the level of teaching performance of teacher respondents explained by the time management is due to mere chance . Results disclosed that these aspects as a whole do not show significant relationship with their teaching performance as indicated

by the probability value of 0.15671 which is greater than the preset-level of significance of 0.05. This simply means that regardless of time management on personal and job aspect, teachers' performance remains the same.

Table 9. Analysis of Variance of Teachers' Teaching Performance on Time Management

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance
Regression	0.03214	2	0.01607	1.86823 ns	0.15671
Residual	1.99599	232	0.00860		

ns, $p > 0.05$, not significant

Delfin (2008) in his study also found insignificant correlations between time management efficiency of faculty members to teaching performance. Faculty members from various colleges are managing their time very efficiently but got lower rate in their teaching performance.

Significant Correlates of Teachers' Performance on Job Stress

In this part of the study, the independent variables, job stress factors such as workload, role conflicts, and socio-economic problems were correlated with the dependent variable, the teacher respondents' teaching performance.

Results of the regression run show that workload stressors, role conflicts, and socio-economic problems did form a not significant relationship with the teachers' teaching performance as denoted by the probability values of 0.796284, 0.221974, 0.972317 which are all greater than the 0.05 level of significance.

Table 10. Regression Analysis of Teachers' Performance on Workload Stressors, Role conflicts, and Socio-Economic Problems

Item	Beta Coefficient	Probability	Significance
Workload Stressors	0.003124	0.796284	Not Significant
Role Conflicts	0.014448	0.221974	Not Significant
Socio-Economic Problems	0.000341	0.972317	Not Significant

Multiple Correlation Coefficient (R) = +0.156588691

Coefficient of Determination (R²) = 0.024520018

Ns, $p > 0.05$, not significant

*, significant, $p < 0.05$

It also indicates that whether the level of stress among the respondents is slight, moderate or not stressful, their performance is not affected in any manner. This can be attributed to the lack of variability in the level of job stress and performance of teacher respondents.

This implies that the level of job stress of teacher respondents motivates them to perform better. They are also set to perform whenever they are in school, and their official functions to teach are not affected by different job stressors. According to Steers and Black (1994), the best and most satisfying work that employees do is to work performed under slight/moderate stress. Supportive of this finding is the study of Delos Reyes (1988) which revealed that the level of job stress among elementary administrators and supervisors in Manila has no effect on their job performance.

After consolidation, organization, presentation and analysis of data using statistical tools and after testing the hypothesis at a significant level 0.05, the following salient findings were arrived at a.) The time management of teacher respondents in terms of personal aspect was verbally interpreted as "often" and of job aspect as "always". Teachers usually practice good time management. They become more productive and can accomplish more with less effort and time. Time management can help them reduce wasted time and energy, help them become more creative and productive, and enable them to do the right thing at the right time. This will of course lead to more balance and fulfilment in their life. b.) The job stressors experienced by teacher respondents as regards to workload stressors, role conflicts, and socio-economic problems were considered "slightly stressful". It is believed that if stress acts in a positive way or organizing way, it can increase effort, stimulates creativity and encourages diligence in one's work. Teacher respondents are not the kind of person who easily gives up when confronted with problems, tension or any related-stressful situation. They tried to be realistic to find solutions to those problems. c.) The variable of performance rating of teacher respondents was found "very satisfactory" based on the Performance Rating Appraisal System for Teachers (PAST). It indicates that the performance ratings of the teacher respondents are homogenous.

Conclusions

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

1. There is no significant relationship existing between the time management and teachers to their teaching performance.
2. There is no significant relationship existing between the job stress experienced by teachers to their teaching performance.

Recommendations

In view of the findings and conclusions of this investigation, the following recommendations

are set forth:

1. Teachers should be involved in trainings/seminars on personal aspect of time management in order for them to enhance more their proficiency in managing time with their task, and to upgrade the quality of instruction as well.
2. Teachers should continue to learn to manage their time wisely to refrain themselves from being haggard in doing their responsibilities. It is undeniable that teachers are prone to stressful situations, since they are exposed to more job stressors. But knowing their activities and having their plan ahead will help them recognize stress at early time before affecting them.
3. Teaching performance maybe in directly affected by the different stressors such as workload and role-conflicts, therefore, teachers should be given assignment that they can perform better at the capabilities that they have.
4. Teachers should be given extra time for relaxation and other leisure activities
5. Higher Education Officials should impose rules and regulations to lessen the paper works of teachers to ensure better teaching performance.
6. Researchers considering other variables aside from those considered in this study should be made to trace other effects of job stressors to the performance of teachers in different levels.

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