Navigating the Maze of Time: A Qualitative Exploration on the Time Management Practices of Public Elementary School Heads

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ABSTRACT

This study employed a qualitative research design using a phenomenological approach to investigate the lived experiences of ten public elementary school heads within the Davao del Norte Division as they face the challenges of balancing multiple responsibilities. The research utilized in-depth interviews (IDIs) to gather their experiences, coping strategies, and insights regarding the management of overlapping tasks, difficulties in schedules, and meeting deadlines. This research used thematic analysis as a method in generating major themes of the study. The result of the study revealed four primary themes related to the lived experiences of elementary school heads, such as challenges in balancing responsibilities, overlapping activities, scheduling and disruptions, and difficulties in meeting deadlines. In response to these challenges, six coping mechanisms were identified: organizing task effectively, delegating tasks to the right personnel, practicing effective time arrangement, communicating and meetings with stakeholder, providing feedback and collaborating for teamwork. The participants provided insights on the need for coaching and mentoring, promoting transparency and accountability, fostering collaboration and communication, implementing strategic planning and prioritizing, providing recognition and motivation. This study highlighted the need for effective time management practices to enhance school operations, promote collaboration among stakeholders, and ensure accountability in attaining institutional goals. This study emphasized how elementary school heads address their challenges in time management and offered practical strategies for improving leadership within elementary schools.

Keywords: time management practices, educational management, school heads, phenomenological inquiry, purposive sampling, thematic analysis, Davao del Norte, Region XI, Philippines

INTRODUCTION

School heads face numerous challenges related to time management due to the multifaceted nature of their roles, diverse responsibilities, and daily operational demands, which may leave school heads with limited time for strategic planning and long-term visioning. Also, school heads attend various meetings, including staff meetings, parent-teacher meetings, board meetings, and district-level meetings, and time pressure during crises emergencies, or unexpected challenges that demand immediate attention. However, school heads need to prioritize responsibilities and flexible schedules in dealing with multiple administrative tasks in school and effective time management skills.

In Malaysia, school heads are considered the most influential individual and capable of influencing school achievement (Thabethe, 2020; Chitamba, 2019). Thus, school heads perform multiple roles and functions that ensure smooth daily operation of school Baskett, 2020) attending any official meetings, managing the school's finances (Balıkçı, 2021) and resolving the school's disciplinary issues (Goldring, Rubin, & Herrmann, 2021. Similarly, in Virginia, school heads' time management practices are crucial in leading the school. The instructional role of the school heads is to spend more time in the instruction curriculum Goldring et al. (2019) in which school heads have a big role in instructional leadership that will improve the school's performance, focusing teaching and learning outcomes to the pupils. However, the study found out that school heads spent time on instructional leadership is limited especially in addressing the needs of the teachers related to teaching (Collie et al., 2020).

Moreover, in Indonesia school heads are currently faced with various management problems that hinder the effectiveness of school administration (Astuti et al., 2020; Musliadi et al., 2021). One of the common factors of the principals who are faced with various problems is misleading in time management practices so it is not uncommon for stressful conditions to approach leaders in educational institutions, this is, of course, fatal if left unchecked because it will interfere with the ongoing process of improving the quality of work by managing effectively.

Furthermore, in the Philippines, school heads face several challenges related to time management. These are the common problems encountered, administrative overload, limited time for instructional leadership, resource constraints, policy changes and compliance, personnel management, community engagement, emergencies, professional development, and work-life balance (Estacio & Estacio, 2022). Leadership and time management are both important that need to be given equal prominence if the school heads are to operate effectively and achieve their goals and objectives. Therefore, the school head's role and the tasks associated with it can be overwhelming (Belenkuyu et al., 2020; Tabancali & Su, 2021) it makes an important point of view, that in practice in their day-to-day work are rarely aware of whether they are managing people under their leadership, particularly in school.

Time management issues for school heads in Malaysia, Indonesia, and the Philippines Gaol (2023) differ because of their systems, governance, and local conditions are different. In Malaysia, school heads face the pressure of time management amidst directives from the government's central office and expectations to meet academic targets, as well as attending to the affairs of administration and coordinating the personnel involved. In Indonesia, decentralized school heads face challenges in terms of lack of resources, bureaucratic delay, and the heavy task of spreading schools across wide, rural areas. Indeed, time management becomes quite difficult in this respect. In terms, of time management in the Philippines is hindered by overcrowding in classrooms, frequently arising natural disasters that call for prompt action, and administrative burdens with the head playing both academic leader and operational concern. Instructional leadership and managerial tasks are shared between the heads of schools of all three countries; however, the direction of emphasis on centralized versus decentralized governance is entirely different.

In Region XI, particularly the Division of Davao del Norte there has been no study conducted navigating the maze of time and exploration on the time management of public elementary school heads, managing time effectively is a critical skill for school heads as they navigate the multifaceted responsibilities inherent in educational leadership. However, I observed school heads in my district that when it comes to submission of reports, especially in liquidation, the implementation of programs and projects will not meet the deadlines due to bombarded schedules implemented in the DepEd. Effective time management

becomes essential for school heads to balance administrative duties, instructional leadership, and interpersonal responsibilities. As such, I recognized the great need to conduct a scholarly study on this matter.

Moreover, I have done several readings on navigating the maze of time and exploring the time management practices of the school head. There were similar studies relating to practices of time management of school heads. Hence, primary school heads are equally responsible for performing all other tasks that need digital appliances like in elementary schools. However, primary schools are provided least resources and staff. Nawab & Asad (2020) indicated that school heads are overwhelmed by increasing school needs, the concern of parents, teachers, district and state requirements, and much paperwork, attending school visitors, and officers. In such a situation, supervising teaching and learning activities becomes an additional challenge for primary school heads. In another related study of (Puruwita, et al., 2022) the educational field has shown interest in discovering the performance qualities and core competency performance of school heads in public elementary schools. Moreover, studies focus on public elementary school heads are deemed crucial as it shed light on the unique challenges on managing time management practices in dealing the school.

This study will give ideas not only to the participants of the research but also to society. It also this study could impact not only the school heads but also teachers, students and the community as well. The effective time management by school heads can lead better resource allocation, which ultimately benefits the students. They can recognize how the school heads practice time management in the dynamic and demanding landscape of education. Also, this will help the Department of Education, through this study they will be informed about the needs of school heads in terms of time management practices as managing and leading the school. The experiences of the School heads in this study may provide ideas of how to cope with all the tasks they need to accomplish in terms of school head's time management.

As researcher I can also disseminate the results of this study by submitting this paper to any regional, national and even international research conferences to make it sure that all people especially in the academe would have the courage to help our school heads. As future researchers, they may find the result of this study helpful in having awareness and advancement. In conclusion, studying the practices of time management of school in public elementary schools is essential for enhancing educational quality, improving leadership development programs, and ensuring equitable and effective school leadership.

Purpose of the Study

The purpose of this phenomenological study was to explore and understand the lived experiences of school heads on time management practices in public elementary schools in the Division of Davao del Norte. Further this study aimed to generate findings to guide school heads in leading and managing the school.

At this stage of research, the time management practices of school heads in public elementary were generally defined as the situations wherein the school heads are non-compliance late submission reports, and misleading work balance that are parts of their time management practices both administrative and educational leadership.

Research Questions

1. What are the lived experiences of Elementary school heads on their time management practices in schools?
2. How do the Elementary school heads cope with the challenges they encountered on time management practices in schools?

3. What are the insights of Elementary school heads on their time management practices in schools that can be shared with others?

Theoretical Lens

A theoretical lens for time management of school head's practices typically draws on frameworks that can be considered to be used by researchers some kind of framework or perspective through which to interpret and analyze data in a particular area of study. It offers a framework by which research questions may be structured, hypotheses fashioned, and complex phenomena understood. There are theories of the time management that could help the school heads in time management Matrix of Covey's Time Management Grid (Covey, 2013) by time management expert Prof. Lothar J. Seiwert, the ALPEN method and ABC model is based on three fundamental ideas. With these approaches, the findings of a piece of research will not be mere descriptions but will relate and connect to broader theoretical understandings and hence be more meaningful and applied in the field. Moreover, applying such a lens, researchers and practitioners can analyze how school heads balance instructional leadership with administrative duties, ensuring that their time management strategies align with broader educational goals and school improvement initiatives. This perspective helps in identifying best practices and challenges in fostering efficient, productive leadership.

This study was adopted through the time management matrix of Covey's Time Management Grid (Covey, 2013) The Covey Time Management grid is an effective method of organizing priorities. It consists of four quadrants, focuses on efficient prioritization involves identifying urgent, important responsibilities and handling them accordingly. Thus, he argued that most people are less productive because they prioritize urgent tasks over important ones. He also indicates that "most of us spend too much time on what is urgent and not enough time on what is important. A person who coheres time management matrix should categorize tasks into four quadrants based on their urgency and importance.

In the context of this study, this theory will help us determine whether the school heads time management practices comply with their professional development and manage their time well as emphasize in this theory. Thus, the school head should prioritize their needs as an urgent or not important task, especially when facing hectic schedules dealing in school. This theory is useful to the school heads how to utilize and practice time management in their daily task, roles and responsibilities using the four quadrants of schedules.

Additionally, this approach was developed by the economist and time management expert Prof. Lothar J. Seiwert. Using the ALPEN method, all the five steps have to be kept in mind for building a positive habit of time management, which in turn can help reduce stress and improve efficiency (Panayotova et al., 2015). These are the 5 steps to follow the ALPEN method A- Activities, L- Length estimation, P- Planning ahead- Establishing priorities ,N- Next day. It helps the school heads on daily planning and consistent setting of priorities. The first step, a list of activities of school heads, tasks or appointments for the day/week has to be prepared first. Related tasks can be grouped together and coding can be done for similar tasks. Second step, duration for each task should be estimated and effort should be made to give more time to important activities. Third Step, in general 60 percent of available time should be reserved for completing the planned tasks/ activities. Remaining 40 percent of the time should be treated as a reserve for untold circumstances. Fourth step, to prioritize activities and delegate action. Prioritization allows one to focus on the most important tasks. Lastly, an important thing to keep in mind is keeping track of the progress made so far. One has to verify completed tasks and move any unfinished tasks to the top of the next time table if possible.

In the context of this study, this technique will be used to strengthen on time management practices of school heads in public elementary school. It helps to determine in making prioritization of activities schedules of daily task particularly in different steps and procedures to effective and efficient use of time by school heads to resolve some circumstances and challenges of time management in school leadership. Basically, it emphasize the importance of steps in time management that school heads have the list of priorities task in order to achieve the deadlines and submit reports and documents on time. Moreover, ALPEN method it gives impact of time management to the school heads to use the time wisely to be effective and efficient in prioritizing into daily task.

Furthermore, ABC model is based on three fundamental ideas to put awareness and beliefs into real practice and continuation of using time management tools will bring success in personal and professional growth (Chowdhury, 2013) these includes Awareness Every second and moment can be an opportunity if one is aware of its significance and tasks are ones that are most urgent and important. Believe, once a person is aware of time and its value and importance for aim in life, one is half way down the road to success. Focusing and following the four quadrants will create a habit of doing things on time and confidently. "B" tasks are important but not as urgent. Continuation some tools or techniques are required to put awareness and belief into real practice. C" tasks are neither important nor urgent.

In the context of the study, this goal of using the ABC list is very useful to the school heads to follow the list to overcome such challenges of time management practices by school heads. To do the most significant task to meet the deadlines in submitting reports, and leading the school. More so, this method it helps to categorize and prioritize the most essential roles duties, and responsibilities of the school head's time. First, A- stands for Must Do which means that due soon and important to do the most important tasks, meeting the deadline of submissions and other reports Second, B stands for Should Do Important but Not Due, set priorities and do the task even without the deadlines make a checklist to achieve the time goals to finish the task. Third, Nice to Do, Not Important, No Deadline the school heads are free to do the task without meeting the deadlines, achieving to finish the task freely. Moreover, the ABC Method helps the school head to make a list of daily tasks by prioritizing them based on importance and urgency. Hence, this is a way to manage time efficiently and get more done by prioritizing the right tasks and it also focuses or what's important in achieving before the set of deadlines.

Scope and Limitation of the Study

The study focused on the time management practices of elementary school heads with at least five (5) years of experience leading in medium and large schools in Asuncion District, Division of Davao del Norte, Philippines. Hence, the researcher selected ten (10) public elementary school heads participants who undergone in-depth interviews with school heads in the elementary category. This was conducted from August 2024 to December 2024 for the S.Y. 2024-2025.

Also, this study was limited only to those school heads in the elementary level who are currently assigned as school heads in medium and large school with at least five (5) years of meaningful experience, they are managing schools from the public elementary schools in the Division of Davao del Norte. In addition, the data of this study was based only on the responses of the participants following the interview guide as well as on the stories and experiences that they shared during the conduct of the interview with the assumption that the participants were honest and accurate in providing the data as manifested in their behavior during the observation in the course of the interview. Thus, the data gathered were not generalizable to all.

Importance of the Study

The result of this study was of great help to the following:

This study may be beneficial to the elementary school heads, particularly those who passed the National Qualifying Examination for School Heads (NQUESH) and who qualified for the Philippine Professional Standards for School Heads, as well as the strategies and standards to cope with such challenges in dealing time management. Novice School leaders, Head Teachers, Teacher -In- Charge who lead the schools will also benefit too.

In addition, the findings of this study may be of great help to the teachers aiming to be school leaders for this will be useful to the current and future school leaders of the public elementary school, this could somehow help in solving challenges and problems arising in the practices of time management of School Heads.

Consequently, when elementary school heads manage their time efficiently, they can ensure that students have a structured with adequate time allocated for each subjects, extracurricular activities, and study periods. This structured schedule helps students in planning their own time effectively and reduce stress. It also, when students observe their school heads prioritizing tasks, managing deadlines, and maintaining a healthy work-life balance, they are more likely to emulate these behaviors in their own lives.

Similarly, this study will contribute to Department of Education Officials as they can use the findings of this study as a reference in formulating memoranda, educational plans, policies and programs that would improve the leadership functions of school heads.

Lastly, the insights gained from such research enable data-driven decision-making in educational institutions. This study may be helpful to future researchers for this may be used as a valuable source of data while conducting this study relating to challenges of Novice school leaders in the career of administration. This study can be used as a reference and for them to further study the recommendations that will be cited herein.

Definition of Terms

To ensure clarity and precision in a research study it's important to define key terms within the context of the study. Here are some essential definitions. These definitions provide clarity and context for readers and researchers engaged in the study.

Navigating the Maze of Time. This term refers to the complex process of managing past experiences, present realities, and future possibilities while making decisions and finding purpose in life (Mehrotra et al., 2022). In the context of study, the school heads explore time experiences, and the inevitability of change. It also makes choices as they experience the maze of time or challenges in submitting reports and meeting deadlines in terms of time management.

Time Management Practices. It is defined as valuable because it has a moderate and positive association with job satisfaction, job performance, and several indicators of employee stress and well-being (Aeon et al., 2021). In this study is the process of planning, organizing, and controlling how individuals allocate their time among specific activities to effectively achieve goals, complete tasks, and maximize productivity. It involves making conscious decisions about how to prioritize and spend time on various activities, recognizing the importance of balancing responsibilities, deadlines, and personal well-being.

Elementary School Heads. This refers to the agents of change who contribute a major impression on the educational milieu through their information-sharing methods, creating supportive social connections, participating in mentoring programs, and fostering progress (Afalla,B. 2021). The school head is the custodian of school values, mission and vision. S/he is a mentor, who supports staff's professional

development and helps them cultivate the most appropriate behaviors and teaching practices.(UNICEF, 2009). In this study, leaders or administrators in charge of public elementary schools these may include principals, assistant principals, department heads, TIC- Teacher -In- Charge, or other roles responsible for decision-making and the overall management of the school. More so, elementary school heads leading the first level of formal education, usually covering students from kindergarten through fifth or sixth grade.

REVIEW OF RELATED LITERATURE

The section provides a detailed exploration of time management practice11literature and different theories, strategies, and practices applied by elementary school heads and organizations in their time management practices. This literature review recent research articles which emphasized the importance of the studying time management practices in public elementary schools, the experiences of school heads, the role of school heads on management tasks, challenges of time management in educational leadership, and time management strategies of school heads. This section provides an understanding to the existing literature on time management and other factors.

Problems of School Heads

Study revealed that school heads encountered difficulty in balancing their time and respond to the needs of the school during emergencies. Time is indeed the most valuable resource, and school heads need to prioritize, schedule, and arrange the activities with sound decision to cater to the demands of the school (Alazmi & Alhajeri, 2022). Crisis could easily disrupt the normal operations of the school if not properly and effectively handled by the school heads (Kukanja et al., 2022). The time and support offered by PTAs, together with community involvement and decision-making are also crucial in realizing the goals and objectives of the school (Wijayanti et al., 2022).

Problem of managing time effectively made the work of school heads even more challenging which warranted the need for better training in time management for aspiring school heads. Hochbein et al. (2021) found that school heads who are proficient in time management are more capable of meeting job requirements. De Jong et al. (2020) discovered that school heads spend more time on organizational tasks such as paperwork and meetings than on instructional leadership. Additionally, school heads face extra responsibilities after the regular school day, including interacting with stakeholders at extracurricular or outreach events (Levin & Bradley, 2019).

School heads have multiple roles and functions that ensure the smooth daily operation of the school (Baskett, 2020). They manage busy tasks such as attending official meetings, handling the school's finances (Balıkçı, 2021), and resolving disciplinary issues (Goldring, Rubin, & Herrmann, 2021; Thabethe, 2020). These activities can hinder effective time management due to drop-in guests, discussions with colleagues, unscheduled meetings, jumbled work areas, emergencies, ineffective appointments, multitasking, lack of self-discipline, and incomplete tasks.

Likewise, Arnold et al. (2023) found that nearly a third of school heads in Australia demonstrate indicators of burnout, with female heads confronting a higher risk. This result aligns with the experiences of many school heads, who show higher stress levels caused by lengthy administrative duties and time constraints. The mental and emotional stress that comes with handling administrative and instructional responsibilities greatly contributes to burnout. Daniel and Van Bergen (2023) explain that frequent shifts in guidelines often lead to excessive administrative duties, redirecting focus from instructional leadership. This aligns with the experiences reported by school heads, who emphasized the challenges encountered in managing a growing number of responsibilities. Amponsah et al. (2024) support that gender affects leadership styles

and expectations from school heads, and it was found that greater responsibilities are often placed along female leaders. Wolfe et al. (2023) claim that if we are to define instructional leadership, it depends on the individual tasks that a school head has as well as the other surrounding factors affecting their work. In many schools, the standards related to instructional leadership remain poorly defined which leads to disorganization and ineffectiveness in performing their responsibilities.

Roles of the School Head on School Management Task

According to Spillane and Hunt (2010), the tasks of school heads pertain to activities needed for the effective organization of school processes, including but not limited to maintenance and running of the school facility, discipline, and human resource management. This study further evaluated the daily activities of school heads which found that almost 50% of the participants have devoted approximately 70% of their time to school management tasks such as addressing student discipline, planning budgets and schedules, supervising the teachers and monitoring of school facilities. Likewise, a study of related to the time allocations of schoo heads with respect to student achievement found that school heads used most of their time on management and monitoring of activities (Huang et al., 2020).

Ayeni (2020) suggested that school heads must have school timetables prepared on priority and have a time-saving mechanisms through teamwork in the facilitating the teaching and learning, grading and feedback, and time management practices. The sharing of responsibilities with competent teachers will also reduce administrative pressures on school heads and enable them to actively commit to monitoring and evaluating instructional activities and time management in secondary schools..

Moreover, research on the time allocation of school heads revealed that 44% of them dedicated half of their time to school management tasks. Effective school administrators must establish a systematic balance between instructional leadership and management responsibilities to ensure school success (Boies & Fiset, 2019). Leaf and Odhiambo (2017) highlighted the need for additional support personnel, such as an operations manager, to enable principals to focus on instructional leadership while maintaining effective oversight of school operations. Although principals are responsible for both instructional and administrative leadership, the role of assistant principals in providing administrative support remains ambiguous (Leaf & Odhiambo, 2017).

Balancing instructional leadership with administrative management poses significant challenges for school heads. This dual responsibility requires addressing both the improvement of educational quality and the efficient management of school operations. The conflicting demands of these roles often lead to increased stress and job dissatisfaction (Noor & Nawab, 2022). Instructional leadership focuses on enhancing teaching practices and student outcomes, whereas administrative management encompasses financial, operational, and managerial tasks (Pana, 2024). Job demands and resource limitations significantly impact principals' mental health, with excessive responsibilities increasing vulnerability to burnout and job dissatisfaction (Marsh et al., 2022). Employing emotion regulation strategies, such as cognitive reappraisal, can mitigate the negative impact of work-related stress on occupational well-being (Zheng et al., 2022).

Recent studies consistently highlight the fundamental role of school heads in sustaining educational leadership and school performance. Effective instructional leadership behaviors directly relate to school effectiveness and student achievement (Akram et al., 2022). Efficient time management is expected of school heads, with their responsibilities of improving the quality of ducation, school well-being, and productivity of teachers (Callula et al., 2023). Some of the most pressing challenges are timekeeping, distraction management, and working both professional and personal problems (Soares et al., 2023).

The activities associated among school heads have undergone extra demands rather than the expected transformation in responsibilities (Connelly et al., 2018; Cruz-Gonzalez et al., 2021; Daniels et al., 2019). They are responsible for school management and teacher supervision as well as budget implementation. However, the added responsibilities only increase their workloads and invariably pose a decrease in self-efficacy. The nature of the tasks left for school heads must therefore aligned on the specific school context and their preferred time management strategies (Levin & Bradley, 2019; Mahfouz, 2020).

Also, Ayeni (2020) noted the importance of time management for school heads. Time is very important for executing all the administrative and leadership tasks, mostly for meeting deadlines and submitting reports. School heads must identify activities and implement strategies to achieve expected results. This study reveals the diffiulties brought about by poor time management in school heads. When school heads do not know how to managed their time, this would lead to stress and shallown results of the school programs and activities.

Similarly, Walker and Qian (2020) suggested that school heads should firmly establish instructional leadership by supporting teachers in fulfilling their instructional duties. Despite their numerous responsibilities, school heads must allocate sufficient time to evaluate teacher performance and student progress. Goldring et al. (2020) argued that many school heads lack well-developed time management skills. Effective time management allows school heads to dedicate more time to teaching and learning-related tasks, school culture, and student progress monitoring. As both managers and educators, school heads must allocate adequate time to instructional responsibilities to ensure educational success.

Challenges of Time Management in Educational Leadership

School heads have a demanding role that requires most of their time and attention to be directed towards school tasks. It is unlikely that one individual can fulfill all these responsibilities while balancing the role of an effective leader. To manage the increasing volume of instructional leadership and school management tasks, principals need the support of other administrators, such as assistant principals, to complete all duties effectively (Houchens et al., 2018).

Time constraints significantly challenge school heads. Smith (2020) found that school heads working only 40 hours per week fail to meet weekly objectives, with many reporting an average of 55 hours or more. Moreover, school heads often take on additional responsibilities after regular school hours, such as engaging with stakeholders during extracurricular or outreach events (Levin & Bradley, 2019). Despite the emphasis on instructional leadership, De Jong et al. (2020) revealed that school heads spend more time on organizational tasks, such as paperwork and meetings, than on instructional leadership activities.

Lack of resources and resistance to change also hinder strategic planning, especially in environments with limited resources. Effective leadership is required to balance immediate needs with long-term goals (Musnaeni, 2022). Collaboration among stakeholders enhances educational outcomes, resource allocation, and staff motivation (Al-Omari, 2020). Achieving these goals necessitates well-coordinated strategies among trained planners and stakeholders to lay the foundation for long-term academic success (Simatupang et al., 2024).

Additionally, factors such as insufficient leadership content knowledge, limited time, and unexpected daily tasks impede school administrators' effectiveness as instructional leaders (Shaked, 2018). While school management tasks are crucial, school heads value their role in improving teaching and learning (Vooren, 2018). However, the lack of well-developed time management skills prevents many from excelling in this role (Goldring et al., 2019).

Research shows that school heads desire more time for instructional leadership but are often overwhelmed by management tasks (Sebastian et al., 2018). The time spent on instructional leadership directly influences school culture and teaching quality (Goldring et al., 2019; Collie et al., 2020). According to Alugbou (2005), the effective management of time produces better productivity and efficiency. The role of school heads is to inspire the teachers toward commitment, perseverance, and dedication (Baraquia, 2020) and thus make time management an essential aspect of workload balance and stress reduction (Ahmady et al., 2021).

According to Goldring et al. (2020), some school heads hardly manage their time because of the different responsibilities they carry. Efficient time management is employed to cope with administrative duties, strategic planning, and attending to teachers and student needs. Akinyemi and Ajayi (2020) remarked that other challenges school heads might need to prepare will be meeting deadlines and prioritization which might affect their poor time management. Improvement of these skills will greatly improve their leadership and school achievement (Grissom et al., 2015; Hochbein et al., 2021).

Tailored training allowed school heads to acquire needed skills for time management, such as leading effective engagement with responsibilities and reducing their stress. Unfamiliarity with instructional leadership often results from gaps in prior experience, understanding, or resources among new school heads (Wieczorek & Manard, 2018; Shaked, 2018; Boakye & Ampiah, 2017). Arrieta and Ancho (2020) also discovered that new school heads view their work as highly demanding and stressful, which need for comprehensive training and continous support.

School Heads' Time Management Strategies

Akinyemi and Ajayi (2020) revealed that time management contributes to reconstructing the school system in its daily activities. Schools have short- and long-term objectives that guide its educational activities and goals. These targets help ascertain the delivery of quality education and addresses the needs of the learners. The active engagement of stakeholders in successful resource mobilization, management of discipline, and ensuring smooth implementation of educational plans are some of the ways in successful functioning of the school (Haule & Lyamauaya, 2024). On the contrary, feedback is important for bringing changes in instruction and the professional growth of teachers. However, technical challenges might affect the effectiveness of feedback (Makwinya, 2022).

Cultivating the culture of teamwork within schools poses enormous challenges including collaboration. Teachers are often hesitant to share their best practices, and lack an involvement in decision-making which might affect the school progress (Eden et al., 2024). Promoting collaboration among teachers help school communities work together to offered a shared vision that reflects their goals and values (Smit et al., 2023). Mentoring and coaching interventions are intrinsically linked with the development of professional growth. Mentoring effectively strengthens quality instruction and student engagement and builds a culture of collaboration, knowledge sharing, and professional growth among teachers. A school environment plays a role in how school leaders work with teachers, which in turn affects their success in instructional practices (Handrianto et al., 2022).

In recent years, the integrated approach of leadership and problem in diversity has been connected into school development programs. This initiative provides important resources for the school and welcomes all stakeholders to participate in school initiatives (Kutsyuruba et al., 2020). Coaching and mentoring contribute to professional development by refining programs and revitalizing a commitment among teachers (Yirci et al., 2023). Effective stakeholder management is essential for accountability, transparency, and sustainability in educational institutions (Prabahar & Jerome, 2023). Hence, regular

monitoring with stakeholder participation and structured policies will enhance the trust of stakeholders as well as the proper allocation of educational funds (Berliani et al., 2024).

The adoption of online financial systems and activity-based costing improved clarity into finances which reduces the process of complexity and making expense monitoring more comprehensive (Adeusi et al., 2024). Including stakeholders such as the teachers, parents, and community members in decision-making promotes collective accountability and improve educational outcomes and resource management (Jaya & Ali, 2023). The role of School Learning Action Cell (SLAC) in the Philippines served as an opportunity to discuss challenges related to professional development that schools face as well as improve teaching practices (Gamboa, 2023).

SLAC has the potential, but its implementation and evaluation encountered challenges when school heads and teachers are not motivated in working its realization within the school. Training in other aspects of SLAC implementation and supervision must be put in place to help school heads and teachers in having the capacity to understand and implement SLAC (Correos & Paler, 2020). The proper division and school management efforts such as the SLAC have improved program management, staff productivity, and stakeholder engagement in Mandaluyong City (Francisco et al., 2024). It is in this instance that schools heads needed to develop their time management to be able to implement, accomplished the mission, vision, and goal of schools with efficiency and effectiveness. It was found that proper time management served as one of the major aspects of leading people and guiding them toward using their time effectively (Khan et al., 2020). In trying to achieve the administrative role as well as the instructional leadership among school heads, institutions must consider future needs and discover several strategic way of setting goals and choosing its priorities (McBrayer et al., 2018).

Strategic planning is important in improving the level of education and addressing issues in school organizational, for example, in low-resource environments (Bantilan et al., 2023). School heads must evaluate the outcomes to ensure institutional alignment as well as conduct environmental assessments to successfullty develop and implement their strategies (Palah et al., 2022). Engaging teachers, parents, and community members in decision-making ensures alignment with the vision and objectives school plans (Mensah, 2020). The role of school heads might indirectly affect student achievement as an increasing demand would lead to heightened accountability (Morgan, 2018).

In addition, another challenge that school heads face is the effective management of time because the roles and demands being placed include other roles such as being an instructional leader, manager, and facilitator. These duties may not always aligned with specific time allotted to every activity and mostly end with inefficiency (Bhota, 2018). Research indicated that achieving proper balance of leadership responsibilities will lead to skill development and better school performance. The effective use of time by school heads that had helped them uplift their performance and achieved an outstanding levels of works within schools (Grissom, 2015).

Simultaneous educational management practices have lead to time pressures such as shame and inequality due to negative output expectations (Valovirta & Mannevuo, 2022). In collaborative settings, immediate dissatisfaction results in the incorrect allocation of time across work stages which results to ineffectiveness. Managing these issues requires collaboration such as conducting conferences in time management where teams engage in little discussions of allocating time efficiently and how everyone can improve cooperation and effectiveness within the school (Fisher et al., 2023).

The performance of school heads, while proficient across all leadership domains, has not consistently aligned with established standards, indicating possible discrepancies in execution and focus (Montales &

Digo, 2024). Managerial responsibilities frequently surpass academic leadership roles, redirecting focus from promoting educational excellence to overseeing administrative tasks. Addressing these challenges necessitates professional development and strategic management programs, which support school leaders in strengthening their instructional leadership skills and enhancing overall school performance (Chingara, 2022).

Effective school leadership is essential in managing various tasks and improving education. Transformative leadership fosters cooperation and adaptation by empowering stakeholders in decision-making (Alainati et al., 2023). Essential leadership competencies, including time management, strategic thinking, attention to detail, relationship building, and effective decision-making, are crucial for navigating complex educational environments (Lumban Gaol & Siahaan, 2021). Leaders in international educational institutions encounter unique challenges that require an understanding of cultural and social contexts to address specific demands effectively (Sibarani, 2023). Successful administrators integrate administrative responsibilities with innovative management approaches, fostering a collaborative environment that enhances institutional performance and adapts to evolving educational conditions (Vorontsova & Dahari, 2024).

In like manner, Mankiw (2008) emphasized the importance of effective time management strategies for school heads. These include prioritizing tasks based on urgency, setting short-term and long-term goals, and organizing plans to manage their hectic schedules. Planning ahead and avoiding an overwhelming workload for a single day or week can prevent panic and inefficiency. School heads must recognize priority tasks and allocate time effectively. To optimize their schedules, they should set priorities, plan, organize activities, schedule assignments, delegate tasks, minimize external distractions, focus on one task at a time, avoid multitasking, and maintain a positive mindset to reduce stress and promote well-being (Gul et al., 2020).

Task delegation is an important component of effective school administration, enabling school leaders to oversee responsibilities efficiently and ensure the smooth operation of instructional and administrative functions. Financial management poses challenges for school leaders, including inadequate training and limited knowledge of financial processes. However, implementing cooperative planning strategies can mitigate these challenges and enhance resource allocation (Wadasen, 2024). Principals significantly improve managerial efficiency through operational task delegation, allowing them to focus on essential responsibilities while fostering a supportive teaching and learning environment (Apriani, 2023).

School heads play a vital role in fostering collaborative environments by delegating leadership roles, encouraging shared responsibility, and promoting teamwork among staff. Teacher collaboration enhances school performance and nurtures open communication, mutual trust, and active participation among stakeholders (García-Martínez et al., 2021). Additionally, ongoing professional development integrating management theories and leadership models is essential for improving school climate (Savvidou et al., 2023). Time management strategies help school heads perform their duties effectively, ensuring a smoother working environment. Claessens (2007) emphasized that proper time management facilitates the successful implementation of programs, projects, and activities. Effective planning and organization are necessary for successful execution. Moreover, Comert and Donmez (2019) asserted that school heads must demonstrate self-control, dedication, and a high commitment to work tasks to achieve set goals in their daily routines.

A needed factor in effective time management is task delegation. Setting clear priorities, managing distractions, and establishing time standards contribute to achieving school goals efficiently. According

to Ayeni (2020), school heads cannot accomplish tasks alone; they rely on their team to fulfill responsibilities. Research has shown that failing to delegate administrative duties hampers a school head's effectiveness. Additionally, effective time management reduces time-wasting activities such as unnecessary discussions and unscheduled meetings, allowing school heads to focus on their core responsibilities (Bozbayindir, 2019). Cadosales (2019) highlighted that effective school heads set goals and strive for continuous improvement in managing both instructional and administrative tasks. Written plans serve as valuable tools for managing time efficiently and maximizing productivity. Task management guides school heads in fulfilling responsibilities and serves as a daily reminder of essential tasks. Written plans are crucial for effective time management, helping school heads clarify goals, organize tasks, and track progress.

Generally, school heads function as instructional leaders, ensuring that school procedures allocate uninterrupted instructional time in classrooms. High visibility within the school and classrooms allows school heads to maintain constant contact with students and teachers. As instructional leaders, they support teachers, students, and stakeholders in fostering professional growth (Ali, 2017). School heads must balance administrative and instructional leadership responsibilities by identifying school priorities to achieve both quality time management and optimal outcomes. De Jong et al. (2020) found that school heads spend more time on administrative tasks, paperwork, and reports than on supervising instructional activities. Similarly, Goldring et al. (2019) discovered that school heads often fail to diversify their time management strategies, focusing on administrative tasks instead of fostering school culture, enhancing teaching and learning, and promoting student growth.

School heads require sufficient time to fulfill their duties and responsibilities effectively. Time management skills reflect the quality of leadership they exhibit in guiding their schools (Mumtahani, 2018). Ekwueme et al. (2018) emphasized that school heads must strengthen their time management abilities to enhance leadership skills and monitor pupil performance. Conversely, if a school struggles organizationally, it may indicate that the school head lacks effective management skills or is facing challenges that hinder school administration (Astuti et al., 2020; Musliadi et al., 2021). Therefore, school heads must take the initiative to organize school programs and projects to implement effective time management strategies and align them with the school's vision, mission, goals, and objectives (Rahman & Subiyantoro, 2021).

In addition, time management is essential for school heads to successfully handle managerial and instructional responsibilities while ensuring the smooth operation of the school. Submitting reports on time and adhering to official schedules demonstrate responsibility and efficiency. When necessary, working extra hours reflects commitment to meeting deadlines and maintaining high standards. Efficient scheduling of various duties enhances school leaders' effectiveness, fosters integrity, and facilitates the achievement of organizational objectives.

Effective scheduling allows school leaders to balance management responsibilities with instructional leadership (Gaol & Siahaan, 2021). Implementing time management strategies in schools improves instructional effectiveness through planned scheduling and prioritization (Fauzi, 2023). School principals must integrate their managerial roles with innovative leadership to ensure smooth operations while encouraging collaboration. Additionally, they must continuously enhance their leadership skills to improve organizational efficiency and achieve long-term academic goals (Vorontsova & Dahari, 2024). Furthermore, authority plays a crucial role in school administration, particularly in global settings where leaders must navigate diverse cultural expectations (Sibarani, 2023). Strategic scheduling and effective

leadership enhance organizational productivity, maintain high standards, and ensure the successful operation and development of schools (Baslini, 2022). Regular meetings provide a platform for school leaders to share critical information, discuss policy changes, and collaboratively address challenges (Verhelst et al., 2021). Transparency and trust among stakeholders foster inclusive decision-making, leading to improved teaching and student success (Khadija, 2022).

Additionally, creative and collaborative management is essential in overcoming resistance to change and implementing innovative initiatives. School heads can cultivate a sense of ownership and commitment to shared goals by establishing a clear vision and involving stakeholders in decision-making (Ajigoena & Hisbullah, 2022). Communication strategies, such as structured action plans and open discussions, facilitate feedback and conflict resolution (O'Dwyer & Wafford, 2021). Moreover, the leadership of school heads significantly impacts school success (Casinillo & Suarez, 2022) and enhances school time management efficiency (Shaturaev & Bekimbetova, 2021).

Effective time management by school heads improves pupil performance. Teachers perceive that enhanced learning outcomes can be achieved when school heads implement visionary leadership and time management strategies (Tonich, 2021). A well-defined school vision provides clear direction, positively influencing school performance through proper implementation, timely execution, and cohesive strategies (Apriana et al., 2019). Additionally, prioritizing instructional leadership ensures better student learning outcomes. Hassan et al. (2020) asserted that time management plays a vital role in the professional development of teachers, fostering their knowledge and skills (Fullan, 2002). School heads must possess essential competencies such as planning, decision-making, and commitment to effectively manage school operations.

Honeycutt (2022) defined time management as the process of planning, organizing, and controlling resources to achieve a task. Effective project planning and employee scheduling require recognizing multi-tasking efficiency and structuring tasks accordingly. Consequently, managing time effectively demands self-control and strong commitment from school heads (Comert & Donmez, 2019). Prioritizing daily tasks enables school heads to efficiently accomplish their responsibilities. Hussain et al. (2019) noted that effective time management enhances job satisfaction, work contentment, and overall job performance.

The review of related literature highlighted that time management is important for school heads in handling administrative tasks and curriculum implementation, including planning, organizing, staffing, decision-making, motivating, and leading. However, improvements are needed in time management skills. Some school heads struggle with managing multiple responsibilities due to evolving supervisory functions. To address these challenges, school heads should undergo specialized training to enhance their supervisory skills and develop advanced competencies in school management. Nonetheless, some school heads effectively delegate administrative duties, monitor and evaluate teacher performance, and implement instructional tasks efficiently through proper time management (Ayeni, 2

METHODOLOGY

The method and the steps needed during the conduct of this qualitative phenomenological research were discussed in this chapter. This presents the research design, research designs, role of the researcher, data sources, data collection procedures, data analysis, validity, ethical consideration of the research.

Research Design

This study used a phenomenological qualitative research strategy. Qualitative research, according to Creswell and Guetterman (2019), was an inquiry method meant to comprehend, examine, interpret, and

characterize the significance of events in their natural environments. It set the emphasis on investigating social events and personal experiences. I also focused on the detailed examination and contextual understanding of the issue through inductive approach.

In this exploration, I recognized the qualitative methodology and applied it in the different types of interview to collect, analyze data and access information regarding the research questions using the qualitative approach (Gonzalez & Forister, 2020).

Moreover, In addition, this study used a phenomenological approach (Creswell, 2013). It centered on the experiences of elementary school heads of time management practices, with phenomenology method used to understand their experiences. Hence, this method uncovered the experiences of the school heads.

This study adopted a phenomenological approach as most appropriate given that the researcher thought human experiences were important in understanding the phenomena of study (Creswell & Creswell, 2018), in order to obtain clear knowledge of the issues that elementary school heads faced. This help in understanding their experiences of time management practices in public elementary schools in Asuncion District, Division of Davao del Norte. This is appropriate for this current research because it collected views regarding administrative duties and leadership responsibility in among elementary school heads. The primary data, also with thematic methods for interpretation, summary, transcribing, and analysis, were collected through in-depth interviews.

Research Participants

Following Creswell and Geutterman's (2019) guidelines, a phenomenological research must include at least five to twenty-five participants to be deemed acceptable. In the context of my study, I selected ten (10) public school heads at the elementary level belonging to medium and large school categories in the Division of Davao del Norte. Among the ten participants, all underwent the in-depth interview (IDI). The number of participants varied based on the approach employed in the qualitative study. Therefore, in this study, ten participants were interviewed.

In addition, a purposive sampling strategy was used. As mentioned by Patton (2022), participants were fairly selected and identified. Bernard (2006) and Lewis & Sheppard (2006) also stated that participant selection was based on the characteristics and qualities they possessed. The triangulation process helped cross-check information and uncover deeper insights. After the data were transcribed, I went back to the respondents for validation to enhance the credibility, validity, and reliability of the findings by using multiple methods, data sources, or theoretical perspectives to examine a single phenomenon.

Furthermore, I developed exclusion criteria for participant selection in this study. I considered specific characteristics or factors that disqualified potential participants from inclusion. These criteria were established to ensure the safety of participants, maintain the integrity of the study, and control for variables that might have confounded the results. I excluded participants who had issues with time management practices in leading the school, were not NQESH passers, belonged to the small school category, or had less than five (5) years of service as school heads.

In the context of my study, I selected the participants based on specific criteria to ensure authentic and comprehensive views and experiences of public elementary school heads regarding time management practices: (a) they were school heads in public elementary schools within the Asuncion District, Davao del Norte Division; (b) they had at least five (5) or more years of meaningful experience as school heads; (c) they were assigned to medium and large school categories within the Asuncion District, Davao del Norte Division; and (d) they were either male or female who managed their time effectively and were NQESH passers.

Role of the Researcher

My eagerness to discover the advancing role of the school head in elementary school in terms of managing their time effectively. Creswell (2021) the role of the researcher is to discover and solve problems and establish trustworthiness. Sutton (2017), stated that researcher play an important role in ensuring the ethical conduct of the study and have responsibilities and function as an interviewer, data analyst, transcriber, translator.

Being an interviewer, I selected participants based on a specific pre-set criteria and interviewed them to ascertain the level of their knowledge and observations pertaining to time management practices. Similarly, in obtaining in-depth insights during the interviews, I utilized open-ended questions that encouraged participants to share as much information as they could. I observed them keenly by taking note of what they said, with a focus on both verbal and nonverbal cues such as body movements and facial expressions. The method assisted me in achieving a depth of the gathered data through capturing their real experiences.

As the one responsible for proper recording, I ensured that the recording of the interviews was done properly. All interviews were recorded accurately using different devices, emphasizing tonal variations and vocal responses. The integrity of the recording allows transcribing not only to avoid data discrepancies but also protected against data loss. I ensured that the materials used for recording will be destroyed after this study. This steps ensured the purpose of maintaining the integrity and validity of the participant responses during the in-depth interviews.

As a transcriber, I recorded written responses, ensuring an accurate presentation. The transcription was important in converting spoken words into an understandable format. I also focused on details, capturing the words of participants, including their pauses, emotions, and expressions. After transcribing, I provided them with a copies of the study to asked their approval and allowed them to go back in confirming its accuracy.

As someone who translates responses to standard English format, I translated the interview from the local language into standard English, I followed uniformity and clarity in presenting the results of the study. Throughout the translation process, I maintained the original meaning and context of their answers. This function was needed for data to be available for analysis and interpretation which respected the authenticity of the experiences of the participants. I also made sure that the translated text faithfully presented cultural elements and specific vocabulary.

Finally, as the primary data analyst, I looked over and analyzed the transcribed and translated data to identify trends and themes related to time management strategies among school heads. Using qualitative data analysis methods, I sought needed insights and guaranteed a thorough analysis of the experiences of the participants. I also asked help with my research advisor throughout this process to support my interpretations and improve the validity of the study. My part also included compiling the results to provide a detailed perceptive which answers the research questions. This study solely focused on ethical issues to achieved honest and respectful portrayal on views and opinions of participants.

Data Sources

Data sources in qualitative research change and seek to provide comprehensive, specific insights into specific occurrences. Creswell (2012) suggests that qualitative investigations must based on sources of data such as interviews, observations, documents, and audiovisual materials, all of which serve to collect rich, descriptive information on the topic at hand. With the help of such sources, researchers may inquire into the life experiences of participants, inclusive of their feelings and points of view, thus adding to the

knowledge of the research.

According to Twycross (2018), primary data sources included interviews as the most open and basic of all qualitative techniques-from which one could create deep and complete data gleaned directly from respondents. These methods allowed the researcher to discover the most intellectual, emotional, and experimental experiences of the participants in a flexible manner, which is also needed to understand complicated social events.

In the context of this study, in-depth interviews conducted with elementary school heads in Davao del Norte, Philippines, served as the primary data source. In exploring the unique views and experiences of school heads with respect to time management practices, such interviews were employed. The responses given were also from the experiences, challenges, and insights of the participants.

Secondary sources of this study include research articles, according to Streefkerk (2021), secondary sources were composed of research articles, books, journals, and other academic works which could help in interpreting the findings based from the primary data sources. With the help of appropriate theories, paradigms and related research data of time management practices, this research study offers an additional body of knowledge. A detailed investigation of time management practices among elementary school heads ensured a comprehensive data which needed secondary data sources as a support in validating the results found in the primary data sources.

Data Collection Procedure

I also performed research analysis, interpretations, and record-keeping during the data collection process by using other sources in finding relevant data useful for my study. I ensured reliability and validity to maintain research consistency with a thorough process for data collection (Bhandari, 2021). I strictly followed a sequence during the data collection process and arranged the needed data in order to confirmed its correctness and integrity.

First, I asked permission from the Research Ethics Committee (REC) of St. Mary's College and secured the endorsement and approval letter from the Dean of the Graduate School. I successfully permitted to conduct my study after I received the endorsement letter from the Dean and received the certificate of approval from the REC. To ensure that the research questions used during data collection genuinely aligned with the purpose of the study, I submitted my interview guide to my research validators for verification.

Second, I asked permission from the Office of the Superintendent of the Division of Davao del Norte to allow me to conduct my research. After receiving the approval, I sent the approved consent to the District Supervisor to secure permission for the school heads to participate as my research respondents.

Third, I personally selected the respondents of this study based on purposive sampling and specific selection criteria. I approached them by sending a formal letter to obtain their consent along with the Informed Consent Form (ICF). The ICF was sent and retrieved with their complete information and signatures through Gmail accounts, Messenger, and personal letters.

Moreover, after the interviews were conducted, the recordings were saved and stored on a computer for transcription. The gathered data was protected with a password, ensuring that access to the information was limited to myself. The respondents' answers were recorded verbatim using the Google Meet recording feature for virtual interviews and a cellphone recorder for face-to-face interviews, while also noting important details to capture the participants' experiences. Finally, a thematic analysis was conducted after the transcription, following the guidelines outlined by Nowell, Norris, White, and Moules (2017), with the assistance of a data analyst to ensure a careful and accurate data analysis, leading to insightful and

trustworthy findings.

Data Analysis

Thematic analysis is a qualitative research method used to identify, analyze, and interpret patterns or themes within a dataset. It involves a systematic process of coding data, which often includes interviews, focus groups, or open-ended survey responses, to uncover recurring topics that are relevant to the research question. After performing the data collection, the results of the gathered data will be organized, reviewed, transcribed, translated, and analyzed. As defined by (Start, 2006) data analysis is the data gathered information as the basis for concluding the research study. (Creswell, 2013) is a process that involves collecting and analyzing data in the same sequence. Further, qualitative data analysis is to create a transparent process for analyzing and arranging data gathered. Lochmiller and Lester (2017) mentioned the steps in engaging in analyzing data the following phases include the preparation and organizing of the data, transcribing the data, coding the data, producing categories and themes from underlying coded passages, and making the analysis process transparent. Further, thematic analysis is mostly used for the analysis of qualitative data. It is defined as the method for identifying and analyzing different patterns in the data (Braun and Clarke, 2006). It involved focusing on identifying and describing both implicit and explicit ideas within the data, which formed the themes. In conducting the thematic analysis, I formulated the core ideas as well as the major themes that emerged from the three main questions and sub-questions that were asked of the participants.

In the context of the study, thematic interpretation was applied. First, I prepared and organized the data gathered from the respondents, which involved collecting all audio-recorded interview data, and scanning and retrieving documents. Second, I transcribed the audio data collected from the research participants. Third, I became familiar with the data by organizing and transcribing the collected information. Fourth, I coded the data, particularly focusing on writing the participants' answers to my research questions and presentations.

Moreover, I formulated the results of the major themes in the first column and the actual responses from the interviews in the second column. Afterward, I sought assistance from my research adviser and data analyst.

Trustworthiness of the Study

The quality, authenticity and sincerity of qualitative research findings are referred to as trustworthiness (Shenton, 2004). The trustworthiness of research involves accuracy and the sincerity of the interpretations of the data collected from the experiences of the participants. As stated (Schmidt & Brown, 2015) the outcomes and the level of confidence and trust of the readers are important. This includes credibility, confirmability, dependability, and transferability. Further, Middleton (2021) revealed that in research, reliability, and consistency are important factors. Thus, in the conduct of the study validity, and reliability were used to assess the quality of the research conducted.

Credibility is used to weight the value of qualitative research (Polit & Beck, 2014). To verify if the findings truly reflect the original data and genuine views of the participants involved in the study (Korstjens and Moser 2017). I modeled honesty among participants, iterative questioning, triangulation, member-checking, peer debriefing to build trustworthiness of this research study.

In order to warrant the validity and authenticity of the research findings, I used triangulation and thick descriptions in interpreting the research findings. Credibility is the greatest philosophical tenets in qualitative research and it is used to measure of whether qualitative research properly reveals the realities.

This helped in ensuring that results have been derived from the original information given by the participants based on their perception of the research phenomenon (Korstjens & Moser, 2017). Steps taken to minimize bias include strategies of making sure honesty among participants, iterative questioning, triangulation, member-checking, peer debriefing, and review of previous research articles.

By using accepted research techniques, I achieved the validity of the work in this regard. I used detailed description and triangulation after the interviews to enable the correctness and validity of the results.

Confirmability refers to the degree of showing evidence of the data and interpretations of the results of the research (Tobin & Begley, 2004). This is considered as a fundamental component of research stressing consistency in the gathered data and openness (Lincoln & Guba, 1985). The researcher must make sure that the data is aligned with the results of the study in a way that it can be followed and replicated, thereby guaranteeing a clear method to reach confirmability (Moon et al., 2016). Furthermore, audit trails acted as documentation of the qualitative research methodology. As Lincoln (1995) emphasizes, these paths were essential in satisfying this requirement as they let the readers follow the path of the study step-by-step through the choices taken and the techniques used.

In this study, an audit trail was used to This study applied an audit trail to obtain openness in the data collected. During the course of this research, an audit trail was carefully followed in data collection, data analysis, and interpretation. I also maintained consistency and accuracy in the study by keeping the necessary findings of the study. I verified the accuracy of the findings through ensuring confirmability during the research. In making sure that this study excluded personal bias or influence, I sought helped and guidance from my research adviser and data analyst.

Dependability served as the basis of the truthfulness on the findings of the study by ensuring the reliability of the obtained data, their interpretation, and the recommendations. In this study, I sought strategies in which future researchers will be given the chance to produce the same work and offered opportunities of other researchers to compare results and findings (Moran, 2021).

Audit Trail was used to derived research participant responses. The data collected and the entire process has been open for visible analysis. It has been ensured by the audit trail that there are no research biases, as seen in clear process in terms of data collection. Furthermore, research participants were given an opportunity to validate findings based on responses to research questions, which added further credibility to the study.

Transferability refers to the degree to which qualitative research findings can be generalized or transferred to different contexts or settings. It is the main responsibility of the one who is doing the generalizing from a qualitative standpoint (Bitsch, 2005). Is the capacity of data results that can be moved to other contexts or settings with the participants. Lincoln and Guba (1989) and Firestone (1993) as quoted by Shenton (2005) argue that researcher is accountable for transferring rights and guaranteeing correct information. The approach used was used to describe and guarantee transferability. This method offered a thorough explanations of the phenomena under investigation along with identifying the background to let others assess the environment, circumstances, and period of time the research was done (Lincoln & Guba, 1995).

In the context of this study, to address transferability, the researcher ensured detailed and thick explanation of the technique used in this study. The phenomenological method of the study guarantees that careful documentation and accureate data collection helps in establishing the reliability and transferability of the research findings. Rich and thorough explanations of the methods and results of the research enabled the application and relevance of its findings in many situations, hence strengthening their transferability.

Ethical Consideration

This research aimed to discover the experiences of public elementary school heads with at least five (5) significant years of administrative and instructional experience in terms of time management practices. They were selected as the research participants whose ethical behavior of this study depends on their confidentiality, identity, and rights being respected. The participants were seen as a vulnerable entity in the behavior of this research to guarantee the exercise of their human rights and create ethical issues. Thus, the main concern of this study is the school heads with at least (5) years in service handling medium and large school categories have experience in time management in administrative tasks and instructional leadership. They were chosen as the research participants, whose confidentiality, identities, and rights were properly observed and accounted for to address the challenges of school heads. The study also adapted the norms and distinguished between right and wrong, as well as appropriate and inappropriate behavior (Parveen & Showkat, 2017).

Social Value this study is to plan and improve in the situation of school heads in managing their time in handling a school. The findings and interpretation revealed the challenges experienced by the participants through interviews. The results of this study helped school heads recognize the value of their work. This paved the way for the development of guidelines on the implementation of handling public elementary school heads in the Department of Education (DepEd), Davao del Norte, Region XI.

Informed Consent was a very important element in conducting research, where individuals were provided with all the necessary information to make a voluntary, informed decision about whether to participate in the interview (Denzin & Lincoln, 2011). Before conducting the interviews, I sought consent from the respondents regarding the study. I informed my respondents through the following process. Moreover, the principle of showing informed consent and respect for persons extended to the broader ethical considerations of research, including confidentiality, privacy, and the responsible handling of data. I upheld the dignity of participants by protecting their privacy, maintaining confidentiality, and using data in ways that were consistent with the agreed-upon terms.

In the conduct of this study, I assured my respondents that I provided an Informed Consent Form (ICF) to the participants so they could fully understand the information before I conducted the study. I adhered to a statement informing my respondents about the conduct of the study. By means of online interviews or in-person meetings in their convenient time enabled participants to reflect of their approval to partcipate in the research process.

Moreover, I made sure that during the study my research subjects were not injured in any aspect. The respondents were advised that they had the freedom to decline or withdraw permission at any moment without worrying. I also made sure that no personal data were exposed. Their information was kept under protected file in which their names remained secret. I also recognized their rights to refuse to participate if they felt uncomfortable.

Vulnerability of Research Participants were taken into account, both the researcher and the participants of this study in securing their voluntary consent, and defend their interests during the conduct of the study. I also followed all the specific criteria of this research such as respecting members from vulnerable group (Liamputtong, 2007; Medeiros, 2017; Von Benzon & Van Blerk, 2017). I considered the available time of my participants by providing the options of having an online or face-to-face interviews.

In addition, while structuring my research, I took measures to ensure the confidentiality of vulnerable participants, particularly those who identify as LGBTQI, women who are pregnant or nursing, and older individuals whose identities were not apparent to others. In order to protect their anonymity during the

online interview, participants were allowed to wear a hat and facemask. In audio-recorded interviews, I also utilized technology to alter their voices as we conducted interviews during the orientation. I also made sure that the interview place was secure, easily accessible, and favorable to a peaceful experience for them without any interruptions.

Risks, Benefits, and Safety is the readiness of the researcher to cope with potential harm as part of this study. In the context of this study, I had taken into consideration the readiness for handling these risks by means of a thorough process developed to ensure the study's safety. By providing participants with informed consent forms, I made sure that they were aware of and comfortable with the objectives of my study. Since they were not coerced into taking part in the interview and since they were under no risk of being misled or under threat, this process ensured their safety and security. In addition, detailed interviews were carried out in order to collect the data properly.

Privacy and Confidentiality, according to Hodges et al. (2024), protecting the privacy and confidentiality of participants requires maintaining a trustworthy connection and honoring their rights throughout the research. Data Privacy Act of 2012 was followed, and participants were informed about the confidentiality of their responses and their identities. All data, responses, transcriptions, photos, and recordings gathered during the study were kept in a secure file protected for the privacy of my participants. Most importantly, I assured the participants that the data gathered was used for the research study alone.

Justice, as defined by Townsend et al. (2010) is making sure that the burden of research was shared properly and the need of treating participants equally. This also refers to providing equitable rewards which made sure that the researcher fairly chose the participants and protected the vulnerable participants during the conduct of this study.

In this study, purposive sampling had helped me to ensured an equitable selection of the participants. Each participant has given an equal chance to openly share their ideas at most convenient time and place. Moreover, the researchers also considered the credentials and qualifications of the participants in relation with the inclusion criteria of the research study. I also informed my participants throughout this study that they were not obliged to spend any money.

Transparency is an acceptable ethical behavior in research which encouraged openness both within the scientific community and to the general public. It guarantees legitimacy, and enable everyone to evaluate critically, adds to the general validity of the research, strengthens integrity, and raises the worthiness of data (Hodges et al., 2024).

In this study, transparency served as a fundamental guiding concept in making the content of the research. The main purposed of the research was communicated to the participants, particularly in relation to time management practices, I sought to include the actual experiences of elementary school heads in leading their respective schools. In-depth interviews also allowed my participants to actively participate during the collection of the research data. Throughout the process, they were also provided with information on any possible harms.

The participants were appropriately informed on the findings of the study which allowed them to determine the importance of the data they had provided. Finally, I also made sure that the results were faithfully and fully reported.

Qualification of the Researcher refers to the quality in someone that qualifies to undertake the process of the study. The researcher, on the same hand, demonstrated virtues of moral courage, intellectual ability, cultural competence, humility with knowledge of the current issues in which it is believed that trained researcher is knowledgeable, adaptable and consistent in research process.

In the context of my study, the work at hand was much less challenging and more feasible than I always thought it would be. I considered this study seriously-with the deepest part of my being and whole-sense experience while being aware of the essential phase of the study. Moreover, I imagined what the end product must look like in representing the viewpoints within my scholarly community, so I dedicated all my energies to this very serious undertaking of conducting research wherein other institutional scholars opted my approach toward research methodologies.

Adequacy of Facilities was important to guarantee that the study was performed with high standards of quality and safety. In this regard, as a researcher, I ensured that facilities were properly maintained in good shape, equipped correctly, and presented in a manner conducive for the conduct of the research process. Preparing for the necessary tools and resources such as books, online journals, and research papers were sufficiently available for reference during the conduct of the study. I also made sure that data collection was consistent by preparing research materials. To put it simply, the availability of suitable communication technologies, facilities, and resources determines the results of this study. To protect the confidentiality of participants, all instruments used to gather data were securely stored.

Community Involvement was conducted in an inclusive and equitable environment which included the stakeholders, other schools, and communities. The opportunity for co-creation of knowledge was also shown by this study, which might pave the way for societal change (De Shields et al., 2020). The usefulness, inclusivity, and relevance of this study to society were guaranteed by community engagement (Pell et al., 2019). In this study, I submitted my consent letters to the Davao del Norte division to sought their consent in conducting this research. The participants in this research received updates in relation to the status of the study. Furthermore, the active participation of participants during the process were also in involved getting their personal experiences. These strategies include the proper construct of the research question, objectives of the study, evaluation of the data, and distribution of results.

Data collection was initiated by asking preliminary questions before the conduct of the actual interview, building rapport, and making sure that the participants were provided with healthy environment. Community participation for this study included frequent updates, data collection, and encouraging openness to preserve participant involvement and adherence to ethical standards. Following this, I also considered the community in during data interpretation, result distribution, and the necessary steps to considered after gathering the findings of my research. This strategy guaranteed that the study honored local perspectives and contributed good to the society through continuous cooperation during the conduct of the research.

RESULT AND DISCUSSION

This section presented the findings gathered and conclusion drawn from the results of the study. The work presents information on the developed themes, backed up by previous research from different writers. The study investigates the effect of elementary school heads' personal experiences on their personal time management practices and offers suggestions for future studies.

Lived Experiences of Public Elementary School Heads on Time Management Practices

School heads addressed their different viewpoints about managing time in the educational setting. The interviews indicated problems faced in managing tasks across different duties and needs. Assessment of the collected data revealed four primary themes from participant responses: (a) challenges in balancing responsibilities; (b) challenges from overlapping activities; (c) impact of scheduling and disruptions; and (d) difficulties in meeting deadlines.

Challenges in Balancing Responsibilities

Public elementary school heads deal with major obstacles in balancing instructional leadership with managerial responsibilities, which impacts their efficiency and mental health. School heads claimed that many factors contributed to these difficulties, such as exhaustion, managerial stress, gender-specific management demands, and confusion in their positions of leadership. The difficulties have direct implications for school leaders, affecting their capacity to serve effectively and properly.

Arnold et al. (2023) identified that approximately one-third of school heads in Australia exhibited symptoms of fatigue, with female leaders facing a heightened risk. The outcome is relevant to the exposure shared by several educational administrators, who demonstrate elevated stress levels because of extensive management duties and scheduling limitations. The mental and emotional stress of handling administrative and instructional responsibilities greatly contributes to burnout. Daniel and Van Bergen (2023) explain that a guideline shift frequently leads to too many administrative duties, redirecting focus from instructional leadership. This matches the experiences reported by school leaders, who emphasized the challenges encountered in managing a growing number of responsibilities.

This hinders the involvement of school heads with the planning operation and their effective implementation of strategic objectives (Pana, 2024). The influence of professional responsibilities and finances on the psychological outcomes of school heads is important as time goes on. When responsibilities exceed the available resources, school heads might experience increased vulnerability to exhaustion and decreased satisfaction with their jobs (Marsh et al., 2022).

Amponsah et al. (2024) revealed that gender shapes methods of leadership and the demands of school leaders, pointing out that female leaders frequently face extra challenges. Wolfe et al. (2023) prove that the function of instructional leadership depends on the particular tasks of school heads and the circumstances influencing their work. In many schools, the standards related to instructional leadership remain poorly identified, which leads to disorganization and ineffectiveness in carrying out responsibilities.

In addition, administrative duties commonly consume portion of the time of school heads which limit their capacity of instructional leadership. Shah et al. (2024) noticed that school heads distribute more than half of their time to handling regulation, arrangements, and operational needs as they prioritized learning goals. Chiwamba and Kigobe (2022) identified that this imbalance prevents their ability to mentor teachers, evaluate instructional quality, and perform strategies that focus on increasing the learning of students. The standards for administrative tasks increases if school heads effectively supervised teachers and able to handle different programs.

Challenges from Overlapping Activities

Public elementary school heads also encountered different challenges due to their different duties. Instructional management and administrative tasks had lead to an extensive workload which resulted in anxiety and reduced productivity. The overlapping of these duties had lead to different priorities, thereby limiting the capacity of school heads to concentrate on needed goals and make effective decisions. Addressing these challenges requires an analysis of sustainable management techniques and the implementation of holistic interventions that reduce the demanding work of school heads.

The different duties of school heads present problems for them, for example the problem of improving the instructions through implementing direction of different school activities. The two separate duties of instructional management have found to strengthen learning operations and strengthen learner

achievements (Noor & Nawab, 2022). Emotional control techniques, such as reconsideration had improved work-related attributes on job satisfaction (Zheng et al., 2022).

The performance of school heads, while proficient across all leadership domains, fails to constantly aligned with these standards, indicating possible problems in their execution and focus (Montales & Digo, 2024). Managerial responsibilities regularly surpass academic leadership positions, redirecting focus from promoting educational excellence to overseeing tasks. Solving these challenges requires a directed development for strategic management programs, which encourage school heads to strengthen their instructional leadership skills and their overall school performance (Chingara, 2022).

Impact of Uncoordinated Scheduling and Disruptions

Delays in reporting to school and scheduling make time management challenging for educational leaders. They struggle to organize and focus due to frequent interruptions and unexpected events. Unorganized timelines caused by internal or external stimuli exacerbate these issues, which demand swift adaptation and conflict management.

Recent studies show that administrators improve school leadership and academic attainment. The study shows that educational leaders' instructional management practices improve school efficiency and student success. Resource constraints, instructor shortages, and union disputes frequently hinder management (Akram et al., 2022). School administrators must know how to schedule to improve academic achievement, well-being, and efficiency (Callula et al., 2024). Schedule compliance, distraction reduction, and work-life balance were challenges (Soares et al., 2023).

Moreover, expanding management efforts sometimes need unpleasant consequences, which may lead to shame and inequities (Valovirta & Mannevuo, 2022). Workplace dissatisfaction often leads to inappropriate scheduling, producing inefficiency. Effective solutions include holding brief meetings where departments discuss time allocation to boost collaboration and production (Fisher et al., 2023).

Difficulties in Meeting Deadlines

Conforming to deadlines presents an immense difficulty for school administrators due to the intricate nature of their duties. Inconsistencies in report submissions and liquidation procedures often arise from unforeseen operations and associated tasks. These unexpected delays need immediate attention, preventing school leaders from staying focused on established preferences. Managing multiple responsibilities within restricted deadlines presents a major obstacle to successful school management.

Levin and Bradley (2019) reveal that school heads frequently face extra responsibilities beyond instructional duties, such as engagement with others during activities outside of school, that interfere with their schedules and hinder the timely completion of tasks. De Jong et al. (2020) discovered that educational institution managers allocate additional time for office tasks and meetings compared to instructional management, consequently hindering their capacity to stick to schedules. Balıkçı (2021) emphasized the pressures related to handling school finances, including MOOE and liquidation, amid multiple duties and passive staff. Wong et al. (2019) notice that unforeseen interruptions and situations trigger anxiety in school administrators, thereby influencing the opportunity to manage multiple duties effectively.

Coping Strategies of Public Elementary School Heads on the Challenges of Time Management Practices

The data on coping strategies of elementary school heads produced an initial six themes on their strategies employed as they faced challenges of time management practices in schools. These six main themes were: (a) task organization; (b) task prioritization; (c) task delegation and distribution; (d) time management; (e) communication and meetings with stakeholders, and; (f) feedback and collaboration for teamwork.

Organizing Task Effectively

The successful organization of assignments is important for public elementary school heads to manage their different duties efficiently. Following a routine while permitting adjustments for duties promotes flexibility in response to changing needs. Daily guidelines of plans, checklists of tasks, and notification may help in gathering team and improving time management. An organized approach to responsibilities and established timelines also influenced school heads in addressing important things while maintaining focus on their objectives.

Huang et al. (2020) observed that school heads who spend a lot of time managing and monitoring may prioritized systematic planning. Ayeni (2020) also argues that school heads develop their cooperation, such as classroom timelines and duty allocation, to improve instructional quality and deliver work on time. According to Goldring et al. (2020), time management skills help school heads in prioritizing guidance for teaching, learning, and student success as they adapt to shifting priorities.

Transformative leadership encourages cooperation and adaptation by empowering stakeholders to make decisions (Alainati et al., 2023). The needed leadership competencies, such as managing time, strategic thinking, attention to detail, relationship building, and successful decision-making processes, are important for managing problems within educational settings (Lumban Gaol & Siahaan, 2021). Public elementary school heads from different institutions might encounter challenges that require their awareness of cultural and social settings to effectively meet their unique demands (Sibarani, 2023).

Delegating Tasks to the Right Personnel

Delegating tasks to the right personnel is important in helping elementary school heads handle responsibilities effectively and achieve organizational goals. Elementary school heads may efficiently devote time and resources to necessary functions such as reporting and planning by focusing on important and urgent matters. Building timetables and reducing multitasking improves clarity and efficiency in fulfilling the needed tasks. Task prioritization in line with organizational directives, such as those from DepEd, allows them to align their efforts with the organizational objectives and facilitates informed choices.

Similarly, prioritization of tasks is needed for elementary school heads to oversee tasks efficiently and accomplish their goals. Alazmi and Alhajeri (2022) advise school heads to prioritize, plan, and manage their activities to meet school demands, particularly in emergencies. Hochbein et al. (2021) found that strong time management helps school heads accomplish their obligations. De Jong et al. (2020) also found that school heads spend more time on paperwork and meetings than instructional leadership, emphasizing the need for time management. Successful school heads integrate administrative duties with innovative management which enabled an atmosphere of collaboration that increases the performance of the school and adjusts to the changing learning conditions (Vorontsova & Dahari, 2024).

In addition, Levin and Bradley (2019) argue that school heads must prioritize on important duties due to extracurricular activities and outreach events that needed the participation of stakeholders. They may also improve their productivity by reducing multitasking and creating clear schedules (Baskett, 2020). School heads may better manage crises, finances, and discipline by matching job prioritization with organizational instructions, particulary with the DepEd (Goldring et al., 2021).

Practicing Effective Time Arrangement

Practicing effective time arrangement is essential for elementary school heads to efficiently managed their responsibilities and ensure the smooth operation of the school. Organizing tasks and allocating time appropriately allows them to prioritize duties, meet deadlines, and maintain focus on essential goals.

Proper time management not only enhances productivity but also fosters collaboration among teachers and staff, as responsibilities are scheduled and coordinated effectively.

Task distribution and distribution are crucial components of permitting school heads to oversee duties effectively and maintain the seamless functioning of teaching and administrative operations. Proper spending of money also presents difficulties for school heads due to their inadequate training and limited knowledge of finances. Nevertheless, adopting cooperative planning strategies may reduce these difficulties and improve the allocation of resources (Wadasen, 2024). School heads might significantly improve their managerial effectiveness through operational task delegation by focusing on essential responsibilities and promoting an atmosphere that supports teaching and learning (Apriani, 2023).

In connection, school heads help in fostering collaborative environments by delegating leadership roles, encouraging shared responsibility, and promoting teamwork among teachers and students. Collaboration among teachers significantly improves the performance of schools and develops open communication, mutual trust, and active participation among members (García-Martínez et al., 2021). They also needed ongoing professional development that integrates management theories and leadership models to improve time management practices (Savvidou et al., 2023).

Effective scheduling is essential for school heads which enabled them to balance management and instructional leadership (Gaol & Siahaan, 2021). Effective time management strategies in schools improve instructional effectiveness through planned scheduling and setting priorities, fostering a structured atmosphere for learning that promotes student advancement and growth (Fauzi, 2023). School heads must effectively incorporate their duties as managers with innovative leadership to ensure operations are handled while promoting cooperation. They must also consistently advance their leadership abilities to improve organizational efficiency and attain permanent academic goals (Vorontsova & Dahari, 2024).

In addition, authority is important for the successful administration of schools, particularly in global settings where leaders must deal with different cultural standards and work integrity (Sibarani, 2023). Strategic scheduling and effective leadership enable school leaders to enhance organizational productivity, maintain excellent standards, and achieve essential objectives, thereby facilitating their schools' effective running and development (Baslini, 2022).

Communicating and Meetings with Stakeholders

Successful communication and periodic meetings with stakeholders are crucial for dealing with school challenges while encouraging collaboration. Meetings enable elementary school heads to effectively share details, address policy modifications, and collaboratively solve problems. Direct communication channels improve the openness, trust, and active participation among stakeholders. By establishing these strategies, school heads might create a strong relationships and develop alternatives that meet the the aims and demands of the community.

Effective communication and involvement of stakeholders are needed for effectively dealing with difficulties in school contexts. Elementary school heads who emphasize regular meetings have open an avenues for disseminating needed information which helps in policy modifications, and collaboratively resolving issues (Verhelst et al., 2021). This approach created openness and cultivates confidence between stakeholders which resulted in an inclusive decision-making approach. Inviting stakeholders during decision-making also improves the quality of instruction and enhances student performance (Khadija, 2022).

Furthermore, creative and collaborative management is important for solving resistance toward change while establishing creative initiatives. School heads might cultivate a sense of ownership and dedication

to shared goals by having a clear vision and involving stakeholders in making decisions (Ajigoena & Hisbullah, 2022). Communication strategies include straightforward action plans, dealing with concerns through open conversation, and open feedback in resolving difficulties (O'Dwyer & Wafford, 2021).

Providing Feedback and Collaborating for Teamwork

Feedback and collaboration are important to cultivating teamwork between parents, stakeholders, and teachers. Timely updates and feedback after activities allow school leaders to monitor the achievement of goals and recognize areas for progress. Facilitating communication using written feedback to communities such as the School Governing Council (SGC) and Parent-Teacher Association (PTA) strengthens connections and promotes continued engagement. These techniques promote a sense of shared accountability, which improves cooperation towards the institution's objectives.

Cooperation between teachers, parents, and community members is necessary for enhancing student academic performance and promoting general school success. Active stakeholder engagement facilitates effective resource mobilization, improves discipline management, and ensures the smooth execution of educational plans, all essential elements of a well-functioning school (Haule & Lyamauaya, 2024). Furthermore, feedback is essential for facilitating instructional change and enhancing teacher development. Nonetheless, its effectiveness is frequently undermined by technical challenges such as unsuitable methodologies and poor time management (Makwinya, 2022).

Building a culture of teamwork within schools presents significant challenges despite the recognized importance of collaboration. Teachers are often reluctant to share best practices, and insufficient staff engagement can hinder progress (Eden et al., 2024). School leaders must implement strategies that enhance open dialogue, encourage engagement, and ensure openness to cultivate an environment of trust. Encouraging staff collaboration enables school communities to collectively formulate a shared vision that aligns with their goals and values (Smit et al., 2023).

Insights of Public Elementary School Heads on Time Management Practices

Elementary school heads shared their insights on effective time management practices, which have enhanced school operations. Their experiences highlighted how strategic leadership approaches fostered collaboration and accountability and contributed to completing multiple tasks. From the data analysis, five major themes emerged, namely: (a) coaching and mentoring; (b) transparency and accountability; (c) collaboration and communication; (d) strategic planning and prioritization; and (e) recognition and motivation.

Coaching and Mentoring

Coaching and mentoring are needed for promoting professional development and teacher responsibility. Elementary school heads who supported teachers in improving their time management abilities helped them reduce their anxiety with last-minute duties and minimize errors. Successful mentoring significantly influences the educational community by being on time and fostering responsibility. School heads who exemplify efficient time management also motivate teachers to implement similar practices, improving overall work efficiency.

Mentoring and coaching are needed to cultivate the professional growth of teachers. Effective mentoring strategies help improve teaching quality and student engagement, cultivate a spirit of cooperation, and facilitate information sharing and professional development among teachers. The environment shapes the way school leaders interact with teachers, such factors that influence their success in implementing instructional growth (Handrianto et al., 2022).

Evidently, the creation of school programs among school heads has increasingly included discussions of diversity and leadership in recent years. In doing so, the school provide with everything it needs and extend an invitation to all parties involved to join the effort (Kutsyuruba et al., 2020b). School heads also have the power and means to introduce pedagogical strategies that strengthen disciplinary measures. Mentoring and coaching helps educators advance in their careers by enhancing professional development opportunities and teacher dedication (Yirci et al., 2023).

Promoting Transparency and Accountability

When school envision a community to trust one another and work together effectively, it must practice honesty and responsibility. Transparent school leaders provide an example that allows for the effective execution of tasks with minimal delays. Acknowledging efforts and fostering transparency enhance teachers' morale and performance, cultivating a positive working environment. Open leadership improves dialog by aligning their actions with established standards and promotes significant initiatives that attract public assistance.

Effective management and involvement of stakeholders are essential for ensuring accountability, openness, and success in educational institutions. Transformational leadership styles significantly enhance teacher effectiveness and foster a collaborative environment, while dictatorial methods may hinder outcomes and motivation (Prabahar & Jerome, 2023). Accountability and transparency in handling money are crucial elements of moral and efficient governance in educational institutions. Regular checks, with participation from stakeholders and well-defined rules and regulations, enhance trust and guarantee the appropriate use of educational funds (Berliani et al., 2024).

Applying online financial systems and activity-based costing improves transparency in finances by simplifying procedures and allowing comprehensive monitoring of expenses (Adeusi et al., 2024). Better educational outcomes and more effective use of resources are the results of including stakeholders like parents, students, and the community in decision-making. This enhances control and shared responsibility. Teaching and learning are both enhanced when people work together in a supportive environment (Jaya & Ali, 2023).

Fostering Collaboration and Communication

Effective school leadership, stakeholder involvement, and problem-solving skills depend on open communication and cooperation. Participating in attentive listening, fostering inclusive and supporting thoughts, and encouraging engagement are advantages. Open communication and accountability help teachers accept these ideas. Regular meetings like SLAC sessions help strengthen connections and foster shared accountability among school officials and stakeholders.

Collaboration and participation are necessary for involving stakeholders in group problem-solving and decision-making for successful Philippine school administration. The School Learning Action Cell promotes continual professional development to improve education. SLAC's community of practice improves education and helps students (Gamboa, 2023). Despite its promise, SLAC adoption and evaluation are problematic when administrators and instructors are unfamiliar with its rules. School leaders and educators must be prepared to implement and manage the SLAC plan (Correos & Paler, 2020). Program management, staff productivity, and stakeholder involvement enhance Mandaluyong City school and division-level management like SLAC (Francisco et al., 2024).

Implementing Strategic Planning and Prioritization

Public elementary school heads must engage in strategic planning and establish priorities to effectively manage various programs, activities, and objectives. Having an integrated approach to institutional

objectives is made easier by setting clear goals and discussing strategies with stakeholders. School heads may also handle educational responsibilities by developing harmonious plans and ensuring a healthy work-life balance.

Strategic planning is essential for improving the quality of education and addressing organizational challenges in schools, especially in developing countries where resources and capacity may be constrained (Bantilan et al., 2023). The effective management strategy requires school heads to undertake an environmental observation, formulate and carry out strategy, and constantly monitor results for alignment with institutional goals (Palah et al., 2022). School mission and vision alignment must be secured by involving stakeholders in the decision-making process with the teachers, parents, and the community (Mensah, 2020).

Limited resources and the resistance to change often appear as constraints against strategic planning initiatives, particularly in terms of resource constrain. It requires effective leadership to really address these challenges, which often means having a varied understanding of goals while keeping their gaze steady at outcomes for the future (Musnaeni, 2022). Planning and collaboration among stakeholders yield significant benefits, such as improved instructional and educational outcomes, optimized resource allocation, and increased staff motivation (Al-Omari, 2020). Achieving these goals necessitates the implementation of detailed and actionable plans, fostering collaboration among qualified planners and stakeholders, thereby establishing the basis that promotes long-term academic achievement (Simatupang et al., 2024).

Providing Recognition and Motivation

A positive and productive learning environment may be fostered though the use of praise and encouragement. Recognizing the punctuality and delivery of teachers encourages their good behavior. The WATCH program is only one example of how initiatives that encourage participation and acknowledgement may create an atmosphere of respect and inspire teachers to do better. Elementary school heads might improve their morale, teamwork, and dedication by applauding their hard work and contagious enthusiasm.

Meanwhile, teacher motivation, success, and devotion depend on a complex interaction of inner and external factors. External factors like recognition, prizes, and professional progress boost teachers' devotion, while internal motivations like a love of teaching and a desire to improve drive their performance (Adlaon et al., 2024). Awarding teachers on time and in context boosts their value to the company. Namuwaya and Kyokunda (2024) discovered that incentive schemes, improved training, and professional development boost teacher effectiveness.

Teacher motivation is also heavily influenced by their workplace. Offices that promote collaboration, collaborative decision-making, and employee recognition boost job happiness and productivity (Argadinata, 2022). Human resource management must address teachers' needs and objectives to engage them. If schools stress open communication, individual assistance, and professional improvement, teachers may be more engaged (Nurjaman, 2023). CPD programs provide teachers with new teaching methods and idea exchange possibilities. This kind of initiative helps educators improve and prepares them for career and education collaborations (Carls, 2020). A pleasant work environment that values praise, professional growth, and good management keeps teachers engaged and productive (Marcial et al., 2024).

Implications for Public Elementary School Heads in Time Management Practices

This study emphasizes the time management practices of public elementary school heads in establishing

a healthy learning environment. Time management enables elementary school heads to deal with complex technical tasks of teachers, stakeholder engagements, and strategic planning. For time management and productivity in the workplace, it is important for school heads to organize activities that promote cooperation, participation, and individual growth.

Public elementary school heads must need to be inclined with leadership practices and roles to manage their time efficiently and motiovate stakeholders for engaging involvement. Effective meeting planning, holding of dialogues, and joint sessions are needed for working with parents and teachers. These activities might be helpful in educational advocacy, different methods of teaching, and in personal development. Time for working together encourages everyone to bring their ideas, a critical process in pointing out solutions fitted for the needs of the school wherein public elementary school heads may also serve as facilitators of professional growth for teachers.

The critical strategic planning aspects have a time factor. This should prompt school leaders to take time to study the external environment and formulate possible action plans to align them with institutional objectives and goals. This approach directly addresses the scarcity of resources and resolving the organizational problems. By allowing constant evaluation and amendment of plans to fit the fast-evolving needs of the institution, the proper use of school resources might be achieved. Another aspect of which elementary school heads may explore is to integrate administrative work with wellness activities in the workplace.

The result of this study suggest that improved time management is another way by which elementary school heads might improve their productivity within themselves and for their interaction with others. Through proper planning, prioritization, and delegation of duties to other teachers, the different needs of school might be adequately addressed. The provided strategies had also helped elementary school heads streamline operations, create quality time for staff, and foster professional development.

Recommendations for Further Research

This research highlights how time management practices influenced public elementary school heads. The result of the study showed that time management is helpful in improving collaboration, professional growth, and goal alignment in scheduling decisions at schools. Future research may explore the impact of time management practices to teacher and student motivation, performance, and academic success. Examining time used by public elementary school heads for students, parents, teachers, and community members might lead to better leadership practices in the future.

Researchers may also examine time management strategies to rationalize administrative work with school culture. When public elementary school heads will be able to provide successful interventions, they might study on the impact of data on the outcomes of time management practices to teacher engagement, organizational climate, and professional development. Future studies may also focus on comparing districts, regions, or schools in relation to the better use of time for learners with resource restrictions, large classes, and individual needs of learners. Time management may be improved with further schooling and conducting research among elementary school heads in relation to their time management.

Concluding Remarks

This study emphasized the time management practices of public elementary school heads to help them contribute to a productive learning environment. The study revealed that public elementary school heads might manage time effectively to improve student outcomes, faculty performance, and cultivate better support with the community. In this study, several problems had been discovered that helps in the

realization of different factors concerning inaccessible time management, such as workloads, resources, and prioritizing strategic planning among public elementary school heads.

In addition, this study also revealed some planning technique for elementary school heads in terms of their time management practices. Prioritizing work, allocating time, and assigning tasks helps manage school resources, motivate teachers, and achieve organizational goals. The results suggested school heads for additional training related to time management. Schools might also foster community participation in terms of decision-making, including parents and teachers.

Finally, this study proposes a paradigm for public elementary school heads to better manage their time, which helps them meet the standards within the school and fosters a happy and supportive working environment. Professional development, stakeholder engagement, and time management may help public elementary school heads to be more flexible and productive. This study contributed to the body of knowledge of educational leadership through emphasizing the role of time management practices in academic success.

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