

Time Management and Work-Life Balance of Teacher-Coachers

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ABSTRACT

Teacher-coachers utilize a variety of time management strategies, which directly influence their success in sports events. This highlights the importance of understanding time management within physical education. This study evaluated the time management skills of teacher-coaches and its relationship to their work-life balance. It also explored how demographic factors—age, sex, civil status, length of service, income, and academic specialization—affect these aspects. A descriptive-comparative and correlational research design was employed. Data were gathered from 43 teacher-coaches, selected through stratified random sampling, using validated questionnaires. Statistical analyses, including means, t-tests, and Pearson's *r*, were used to analyze the data. The study found that teacher-coaches generally demonstrated strong time planning and positive time management attitudes. Time-wasting behaviors were reported at moderate to low levels. Work-life balance was generally perceived as low across most demographic categories. Social competence and academic performance were rated highly, except in relation to family structure. Notably, a significant positive correlation was found between time management skills and work-life balance. Based on these results, it is recommended that school administrators prioritize programs to improve teacher-coaches' time management and work-life balance. Implementing a time management matrix for all staff and empowering administrative officers to streamline tasks can help teacher-coaches focus on essential priorities, thereby enhancing their well-being and effectiveness.

Keywords: Teacher-coacher, Time Management, Work-Life Balance, Negros Island Region, Philippines

INTRODUCTION

Background of the Study

The diverse time management practices of teacher-coaches directly influence their success in sports events, a core component of physical education. Returning to a full schedule of sports activities after the pandemic has presented significant time management challenges for these educators, mirroring broader adjustments within the educational system (Faber, 2020).

Effective time management for teacher-coaches necessitates a multifaceted approach. This includes establishing clear goals, prioritizing sports events based on their significance, and strategically scheduling other activities accordingly. It also involves allocating appropriate time for practice sessions, adapting to unforeseen circumstances, regularly reassessing goals and priorities, and analyzing student-athlete behavioral patterns. Within the academic setting, particularly for physical education teacher-coaches, time management extends beyond traditional teaching responsibilities. It encompasses managing external demands, maintaining physical learning environments, and coordinating school-related events and activities (Esguerra, 2020; Khan et al., 2016).

Ineffective time management among physical education teacher-coachers, particularly those with substantial teaching loads, can negatively affect both their work performance and student achievement (M. Kayode, 2019). Factors contributing to time management challenges in schools extend beyond instructional duties and may include issues outside an individual's direct control, such as job security, resource limitations, and educational policy complexities (Hartney, 2020).

Kashyap (2020) defines time management as the effective coordination of tasks to enhance productivity and achieve a healthy work-life balance. Conversely, inadequate time management skills can lead to consequences such as missed deadlines, procrastination, diminished focus, perceived unprofessionalism, inefficient school operations, compromised work quality, heightened stress, damaged professional reputation, strained interpersonal relationships, potential financial repercussions, and an imbalance between work and personal life. Given these potential consequences, addressing time management challenges among school personnel is crucial, especially in light of increasing workload demands (Ritz et al., 2020).

The concept of work-life balance has gained significant global attention in recent years, emphasizing the importance of balancing professional and personal time. Teacher-coaches, in particular, face teaching-related workloads that contribute to emotional exhaustion (Van Droogenbroeck et al., 2021)

Work-life balance emphasizes the equal importance of professional and personal commitments for individuals, particularly teacher-coaches. This balance is crucial for teachers, who often navigate one of the most demanding careers globally. The daily struggle to reconcile work and family demands can lead to significant job-related stress for many employees. Achieving work-life balance is not merely an aspiration, but a necessity for the emotional and physical well-being, as well as the long-term professional success, of educators, especially in physical education. Furthermore, the Philippine government should prioritize initiatives to support work-life balance in both private and public academic institutions. Miryala (2021) highlights the importance of developing specific work-life balance policies for teacher-coaches and other school personnel to effectively manage their professional and personal lives.

Driven by these considerations, this study investigates the time management and work-life balance of successful teacher-coaches in public secondary school sports programs. The findings will inform the development of a wellness and leisure management plan.

Objectives of the Study

This study aims to assess the time management proficiency of physical education teacher-coachers and its correlation with their work-life balance within public secondary schools in Cluster 4 of Negros Occidental during the 2024-2025 academic year.

Specifically, it sought to answer the following questions:

1. What is the level of time management of teacher-coachers in the areas of time planning, time attitudes, time wasters when taken all together and when grouped according to: a) age, b) sex, c) length of service as coach, d) civil status, e) monthly income, and f) major?
2. What is the extent of work-life balance of teacher-coachers in the areas of working hours and flexibility, rest and recuperation, technology and connectivity, support and resources, work environment and culture, personal life when taken collectively and when grouped according to the aforementioned variables?
3. Is there a significant difference in the level of time management of teacher-coachers when grouped and compared according to the variables being considered?
4. Is there a significant difference in the extent of work-life balance of teacher-coachers when grouped and compared according to the variables used in the study?
5. Is there a significant relationship between the level of time management and extent of work-life balance of teacher-coachers?

Hypotheses

Based on the foregoing statement of the problem, the following hypotheses were advanced:

1. There is no significant difference in the level of time management of physical education teacher-coaches when grouped and compared according to the variables being considered.
2. There is no significant difference in the extent of work-life balance of physical education teacher-coaches when grouped and compared according to the variables used in the study.
3. There is no significant relationship between the level of time management and extent of work-life balance of physical education teacher-coaches.

Framework

Theoretical Framework

This study was anchored on Spillovers Theory, Compensation Theory, and Worker-Life Border and Boundary Theory.

The Spillovers Theory discusses the relationship between work and family whereas implying employees bring their emotions, feelings, attitude, skills, and behavior they have accustomed in their work into their families and vice versa (Bansal & Agarwal, 2021; Demerouti & Bakker, 2013; Radó et al., 2016; Suter & Kowalski, 2021; van Emmerik et al., 2016). This explains that work and families are the two major life domains. Spillover theory has two types – the positive and negative. Positive spillover says that one's achievement or success may bring along satisfaction and fulfilment to another domain while negative spillover assumes that feelings such as despair and any other negative emotions may be transferred to another domain (Grzywacz et al., n.d.; Kinnunen et al., 2018; Klöckner et al., 2023; Roehling et al., 2023). An example would be if an individual experience work stress and transmits the negative emotions to his/her family, the receiving party experiences an emotional strain. It is also as simple as the disruptive emotional thinking of a parent to a child when it is ill at home. The spillover takes over where when the parent constantly thinks of the ill child at work, although the domain has already changed – from family to work (Amstad & Semmer, 2021).

The work schedules of physical education teachers are the key indicators of work-life balance. The Boundary and Border Theory investigates if there is a balance between our working and personal roles (Bello & Tanko, 2021; C. et al., 2020; Gregory & Milner, 2021). Both border and boundary theory aims to achieve work-life balance (Guest, 2022; Kalliath & Brough, 2020). According to this theory, work-life balance is referred to as satisfaction and good functioning at work and at home, with a minimum of role conflict (Bennett et al., 2020; Lambert et al., 2021, 2020; Saungweme, 2020).

Research have proved that role boundaries does vary from segmented, in which each role has a strict location and time, to integrated, in which one or more roles can occur within the same location and time (Bulger et al., 2022; Fleck et al., 2019; GAO & ZHAO, 2019; Li et al., n.d.; Mellner et al., 2019; van Zoonen et al., 2020). For example, an individual who can unify work-related tasks to personal-related task do not necessarily unify personal-related task into work-related task and vice versa (Ammons, 2018; Kossek et al., 2018).

Where one worker tries to find or compensate a satisfaction that they lack in one domain, they tend to find satisfaction on the other domains – that is according to Compensation Theory on work-life balance (AlHazemi & Ali, 2016; Clark, 2023; Kumar & Janakiram, 2022). There are two views of this theory – supplemental or reactive (S. (Ed) Zedeck, 2022).

Supplemental compensation takes place when one changes their routine or habits for one highly rewarding experience. Great example would be people who works in the office might actually look for work that is field-related. On the other hand, reactive compensation occurs when an individual experiences negativity in one role (S. Zedeck & Mosier, 2020).

The body of theories anchored on this present study on work-life balance and time management demonstrates its critical role in teacher-coaches well-being and organizational success as a school. While the concept has evolved from a simple dichotomy between work and personal life to a more complex and individualized

experience, it is clear that achieving work-life balance requires the cooperation of both individuals and organizations. Factors such as personal characteristics, organizational policies, and societal norms all influence an individual's ability to achieve balance, and it is evident that organizations with supportive work-life balance policies can foster greater job satisfaction, productivity, and employee loyalty. As the modern workplace continues to evolve, ongoing research into work-life balance is essential to developing effective strategies that meet the needs of diverse employees in a changing world.

Conceptual Framework

The study will focus on the time management and relate it to the work-life balance of teacher-coaches of the 4th cluster of the Division of Negros Occidental. The time management will focus on the Time Planning, Time Attitudes and Time Waster. For the time management, it will focus on Working Hours and Flexibility, Rest and Recuperation, Technology and Connectivity Support and Resources Work Environment and Culture Personal Life and Impact and Over-all Satisfaction and Well-being. In this study utilized the physical education teacher-coach of the 4th cluster of public secondary schools of negros occidental grouped according to age, sex, civil status and length of service, and rank to complete the time management and work-life balance survey and to assist the teacher coaches in facilitating the completeness of the study. The result of which is the wellness leisure development plan.

Schematic Diagram of the Study

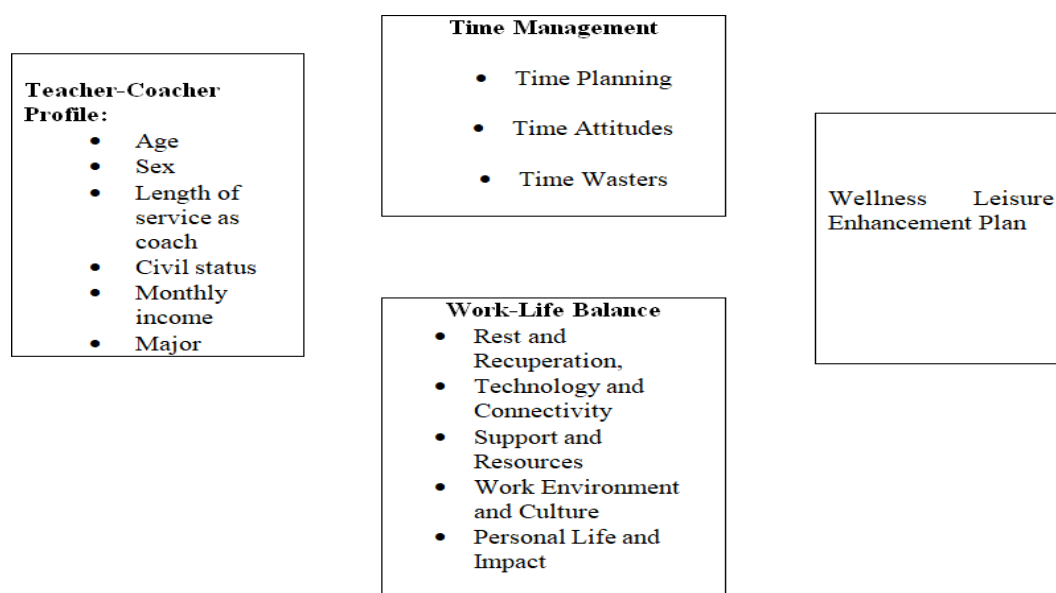


Figure 1. Schematic Diagram of the hypothesized relationship between the study variables

LITERATURE REVIEW

Effective time management is paramount for all professionals, yet it holds particular significance for teacher-coaches. The demanding nature of their dual role, encompassing both academic instruction and athletic coaching, necessitates exceptional time management skills. Teacher-coaches balance teaching duties, coaching responsibilities, administrative tasks, and personal well-being. As educators, they deliver academic instruction during school hours. Simultaneously, as coaches, they plan training sessions, attend competitions, provide feedback, and manage student-athletes both on and off the field. Hodge et al. (2020) highlight the role conflict experienced by teacher-coaches due to their diverse responsibilities. They are expected to provide high-quality classroom instruction while also dedicating substantial time and energy to improving their teams' athletic performance

Teacher-coaches require effective time management strategies to succeed in their multifaceted roles. Research has shown that these professionals utilize diverse techniques to optimize their time across coaching, teaching,

and administrative responsibilities. Time-blocking is a frequently recommended approach. Browning et al. (2022) demonstrated that teacher-coaches who implement time-blocking can allocate dedicated periods for coaching, academic duties, and personal activities. This strategy supports focused effort and ensures timely completion of essential tasks, such as lesson planning and training schedule development, while mitigating the risk of burnout

Prioritization is a crucial time management strategy. Harris et al. (2021) suggest that teacher-coaches who prioritize tasks based on urgency and importance—for example, preparing student-athletes for competitions alongside fulfilling classroom obligations—demonstrate greater role efficacy. Utilizing frameworks such as the Eisenhower Matrix enables coaches to discern tasks requiring immediate attention from those that can be delegated or deferred.

Task delegation has also emerged as a valuable strategy in recent research. Dunn and Harper (2023) highlighted that effective teacher-coaches delegate non-coaching responsibilities, such as administrative paperwork, to teaching assistants or student leaders. This distribution of workload allows coaches to dedicate more time to coaching and lesson planning. Furthermore, delegation fosters leadership development among students and team members

Notwithstanding the implementation of diverse time management strategies, teacher-coaches encounter substantial obstacles that impede effective time allocation. A primary challenge is the scarcity of time arising from competing demands. Miller et al. (2020) reported that numerous teacher-coaches find it difficult to balance classroom instruction with athletic training. Furthermore, the inherent unpredictability of sports seasons, characterized by variable game schedules, travel requirements, and unforeseen occurrences such as injuries, poses significant time management difficulties for coaches.

Another key barrier is role-conflict. Teacher coaches often face competing expectations from their teaching role and coaching responsibilities. Lyle et al. (2022) conducted a study of high school teacher coaches and found that role conflict arises when the demands of the classroom conflict with the need for extra hours spent training athletes, attending competitions, or organizing team activities. These conflicts can lead to stress and dissatisfaction, as teachers feel pulled in multiple directions.

Burnout is a significant issue for teacher coaches who struggle to balance the demands of their dual roles. Fitzgerald & Collins (2024) argue that when coaches are unable to manage their time effectively, they may experience physical and emotional exhaustion, which in turn affects their coaching effectiveness, teaching performance, and overall well-being. The extensive hours spent coaching, coupled with classroom teaching responsibilities, can lead to feelings of overwhelm and reduced job satisfaction.

The unique challenge for teacher coaches is effectively managing both roles simultaneously. Hancock & Patton (2021) note that time management skills are crucial for balancing the often-conflicting demands of being both a teacher and a coach. Knight (2020) argues that when teacher coaches manage their time effectively, they are more likely to build strong, supportive relationships with the teachers they coach, leading to better professional growth outcomes. Coaches who manage their time well are also able to provide more timely and consistent feedback, which is critical for teacher improvement. By being organized, teacher coaches can deliver high-quality training sessions, provide timely feedback to athletes, and ensure academic success for their students.

Furthermore, Thompson et al. (2021) found that time management directly influences the quality of professional development. Teacher coaches who effectively allocate time for reflection and collaboration with their peers are better equipped to adapt their coaching methods based on the needs of their teachers, ultimately leading to improved teaching practices across the school. In the multifaceted and demanding world of education, teachers are often at the forefront of grappling with the concept of work-life balance. The role of a teacher extends far beyond the confines of the classroom; it encompasses lesson planning, grading, student mentorship, and continuous professional development. These responsibilities, coupled with the emotional labor of supporting students, can lead to long hours and a work-life balance that is frequently tipped towards the professional side.

The question of whether teacher coaches have a good work-life balance is complex and varies widely. It is influenced by factors such as educational policies, school culture, and individual approaches to time management. While some educators excel at compartmentalizing and enjoy ample time for personal pursuits, others may find themselves inundated with work that spills into evenings and weekends. (Pendleton, 2022) Achieving equilibrium requires deliberate effort, clear boundaries, and a supportive environment that acknowledges the importance of a teacher's well-being.

Coaching in addition to teaching can make for long and grueling workdays. (Chu, 2023) males may devote 65.3 hours per week to these duties, while females may devote 50.1 hours. This can lead to high stress levels for the individual, which in turn may cause role conflict. Role conflict is defined as, “the experience of role stress and role strain due to the conflicting multiple demands of teaching and coaching” (Hagen, 2022).

The role of conflict experienced depends on many factors, including the motivation for both coaching and teaching, and personal experiences. Priorities are different for each individual, which affects how the role conflict is handled. While some individuals are more concerned with winning and athletic performance, some are more concerned with educating youth in health or physical education classes. Evidence indicates that teacher/coaches tend to focus more on the coaching roles. External pressures, such as parents, boosters, fans and school administrators also can contribute to the choices made by teacher/coaches. These pressures may force the teacher/coach to favor the coaching role for the glory of the sport. (Lackey, 2021) found eighty-one percent of high school principals felt that their coaches were under some degree of pressure to perform up to standards set by some third-party. The priorities of the community play a role in coaching and teaching motivation, as they may work to meet their needs and desires

More than forty percent of all full-time secondary educators have some type of coaching responsibility (Dils, A.K., & Ziatz, D.H. (2020). The priorities of these teacher/coaches vary, depending on professional type they fit. Rog, J. (2020) identifies four types of professionals: coach, coach/teacher, teacher/coach and teacher. Each of these types has different career hopes and goals, and is likely to take on the challenges of their roles in a different manner (Uchiyama, H. (2021)). The coach role is one that may have little or no interest in teaching, but uses it as a way of acquiring a coaching position. Almost all time and energy is devoted to coaching, and teaching work is often seen as an intrusion. This type of professional considers coaching to be his/her real job. Although this type should never be hired to teach, administrators do hire coach types. The coach/teacher has a stronger interest in coaching, but is able to recognize a responsibility to teaching.

Pathways into high school coaching begin with teaching. Coaching positions are most often offered in addition to teaching positions, and many times teachers are hired based on their coaching abilities and desire to coach. Because coaching positions are seen as being related to teaching, many coaches are physical education teachers; however, many teacher/coaches teach other subjects (Sage, G.H. (2018). Physical education is characterized by the following: compulsory attendance, little parent interest, uneven student motivation, group teaching, low accountability, little recognition, low community interest, and diffused goals and objectives. Because of the differences in the nature of the two, the teaching /coaching approach should be different in each case. (Uchiyama, H. (2021) Education may be compromised if quality teachers are overlooked in favor of potential coaches.

Work-life balance (WLB) has become a prominent area of study and discussion, particularly in the context of increasing demands in the workplace and changing societal norms. This chapter reviews existing literature on the concept of work-life balance, its importance, influencing factors, and its impact on employees and organizations. The review is structured to highlight the key theoretical frameworks, empirical findings, and prevailing trends related to work-life balance.

Work-life balance is commonly defined as the equilibrium between the time and energy an individual allocates to their work responsibilities and personal life (Greenhaus & Allen, 2021). The concept is multifaceted and can be interpreted in various ways depending on individual perceptions and organizational expectations. Traditionally, work-life balance was seen as a boundary between work and personal life, but contemporary approaches recognize the fluidity between these domains (Kossek & Ozeki, 2019).

Greenhaus and Beutell's (2019) seminal work on work-family conflict posits that work-life balance issues arise when the demands of work interfere with personal life, or vice versa. More recent frameworks view balance as a dynamic and individualized experience, where the goal is not necessarily an equal distribution of time between work and personal life but rather a sense of satisfaction and well-being in both domains (Allen et al., 2021).

Work-life balance has been shown to be crucial for both employees and organizations. For employees, maintaining a balance is linked to improved well-being, job satisfaction, and overall health (Carlson et al., 2019). Studies indicate that individuals who manage to achieve balance report lower stress levels, reduced burnout, and higher levels of happiness (Clark, 2020).

From an organizational perspective, offering support for work-life balance can lead to higher employee retention, increased productivity, and a more positive work environment (Beauregard & Henry, 2019). Organizations that recognize and accommodate the importance of work-life balance tend to attract and retain top talent, reduce absenteeism, and foster greater employee loyalty (Thompson et al., 2019).

Several factors influence an individual's ability to achieve work-life balance, both at the personal and organizational level. These factors can be broadly categorized into individual, organizational, and societal influences.

Individual Factors: Personal characteristics such as age, gender, family status, and personality traits play a significant role in shaping work-life balance experiences. For instance, individuals with caregiving responsibilities or those in dual-income households may face greater challenges in balancing work and personal life (Gerstel & Clawson, 2019). Similarly, research suggests that women, particularly those in traditional family roles, often report higher levels of work-life conflict (Bailyn, 2019).

Organizational Factors: Organizational culture, policies, and practices have a substantial impact on work-life balance. Supportive policies such as flexible work arrangements, telecommuting options, and paid parental leave can help employees achieve balance (Kossek et al., 2021). Conversely, high job demands, lack of autonomy, and unsupportive work cultures can contribute to imbalance (Schneider et al., 2019).

Societal Factors: Societal expectations, economic pressures, and the overall cultural context also shape work-life balance. In some countries, there is a strong societal expectation for individuals to prioritize work over personal life, whereas in others, personal well-being is more highly valued (Duxbury & Higgins, 2019). Economic factors, such as the need for dual-income households or the pressure to maintain career advancement, can create additional stressors for achieving balance (Chung & van der Horst, 2018).

Several theoretical models have been proposed to explain the dynamics of work-life balance and its consequences. One of the most widely cited models is the Work-Family Conflict Model (Greenhaus & Beutell, 2019), which suggests that conflict between work and family arises when the time, energy, and resources required for one role reduce the ability to fulfill the other role. This model highlights the negative spillover effects of work and family demands, such as work-family conflict and its impact on job satisfaction and mental health.

Another prominent model is the Resource-Based View (Hobfoll, 2021), which focuses on the resources (time, energy, emotional capacity) that individuals need to manage work and personal life. According to this view, individuals are more likely to experience work-life balance when they have sufficient resources to meet the demands of both domains.

Additionally, the Boundary Theory (Ashforth et al., 2020) posits that individuals create boundaries between work and personal life, and these boundaries can either be flexible or rigid, depending on the individual's preferences and external circumstances. The theory suggests that people with more flexible boundaries are better able to manage the integration of work and personal life, while those with rigid boundaries may experience more conflict.

Research indicates that work-life balance has significant effects on various employee outcomes, including job satisfaction, performance, and well-being. Job satisfaction has been consistently linked to work-life balance, with employees reporting greater satisfaction when they are able to balance their work and personal responsibilities (Carlson et al., 2019).

In terms of employee performance, studies have shown that employees who experience work-life balance are more likely to be engaged and productive at work (Greenhaus & Allen, 2021). However, the relationship between work-life balance and performance is complex and may depend on the type of job, industry, and the specific work-life balance initiatives in place.

The impact of work-life balance on well-being is one of the most frequently studied aspects. Research suggests that a poor work-life balance is associated with higher levels of stress, burnout, and mental health issues such as depression and anxiety (Chesney et al., 2020). On the other hand, employees who achieve balance report improved physical and psychological health, increased energy levels, and a greater sense of life satisfaction (Frone, 2019).

Gender plays a significant role in shaping work-life balance experiences. Women, especially those with caregiving responsibilities, often face greater challenges in balancing work and family demands due to societal expectations regarding gender roles (Aumann et al., 2020). However, men, particularly in more traditional work environments, may also experience pressures related to their role as primary breadwinners and may struggle to achieve balance (Grady et al., 2018).

Several studies have emphasized the need for organizations to consider gender differences in work-life balance policies. Flexible work arrangements and parental leave policies, for example, are often more beneficial for women, although there is growing recognition of the need to support men in their caregiving roles as well (Emslie & Hunt, 2019).

Organizations have recognized the importance of promoting work-life balance to enhance employee satisfaction and organizational outcomes. Common strategies include offering flexible work schedules, remote work options, on-site childcare, and wellness programs. Additionally, organizations may implement policies such as job-sharing, compressed work weeks, and parental leave to support employees in balancing work and family responsibilities (Shockley & Allen, 2020).

Employers who take proactive steps to promote work-life balance also tend to create a more inclusive workplace culture. According to research by Beauregard and Henry (2019), employees in organizations that encourage a healthy work-life balance report feeling more valued, which can lead to higher levels of organizational commitment and reduced turnover intentions.

METHODS

Research Design

This study aimed to examine the time management proficiency of teacher-coaches and its relationship to their work-life balance. It also investigated the influence of demographic factors, including age, sex, civil status, academic qualifications, length of service, salary rank, and academic specialization.

Furthermore, the study sought to determine whether significant differences in time management and work-life balance existed between compared groups of teacher-coaches.

To address the research questions, a descriptive-comparative and correlational research design was employed. This design, as defined by Calmorin (2019), allows for the systematic examination and analysis of phenomena within their natural context, which, in this study, is the teacher-coaches' workplace.

Descriptive-comparative and correlational research, as outlined by Best (2019), encompasses the description, documentation, analysis, and interpretation of existing conditions. This approach also facilitates comparisons and contrasts, while exploring relationships between concepts or variables.

Locale of the Study

The study was conducted within Department of Education public high schools in the 4th cluster of Negros Occidental, Philippines, encompassing the municipalities of Pontevedra, Pulpupandan, San Enrique, and Valladolid

Respondents

The participants in this study were teacher-coaches from Cluster 4 of the Schools Division of Negros Occidental, specifically those coaching winning sports events during the 2024-2025 academic year. A stratified random sampling technique was used to select the 43 participants.

Data-gathering Instrument

This study employed a modified questionnaire to evaluate the time management proficiency and work-life balance of the participants. The questionnaire commenced with a letter to the participants, outlining the study's purpose, requesting honest responses, and assuring the confidentiality of their data for research purposes only.

Part 1 gathered demographic information, including age, sex, civil status, length of service, monthly income, and academic specialization.

Part 2 consisted of a 25-item time management assessment, adapted from Midgie Fischer's (1989) instrument, designed to measure individuals' time management practices. The assessment comprised five indicators: goal setting, prioritization, managing interruptions, managing procrastination, and scheduling. To prevent response patterns, the items for each indicator were randomly distributed throughout the questionnaire. Specifically, goal setting items were numbered 6, 10, 16, 17, and 19; prioritization items were numbered 1, 4, 8, 14, and 15; managing interruptions items were numbered 5, 8, 9, 11, and 12; managing procrastination items were numbered 2, 13, 23, 24, and 25; and scheduling items were numbered 3, 7, 20, 21, and 22.

Part 3 included a 45-item work-life balance assessment, adapted from Neal Whitten's eLearning course, "Achieving the Elusive Work-Life Balance," developed in partnership with Velociteach. This instrument aimed to assess behaviors impacting work-life balance. Each response option was assigned a numerical weight to facilitate statistical analysis and subsequent verbal interpretation of the data

Validity

Validity, as defined by David (2018), is the degree to which a measurement accurately reflects the construct it intends to measure. Similarly, Calmorin (2016) emphasizes that validity pertains to the quality of a research instrument or design, ensuring it measures or produces the intended outcomes and yields accurate data.

To establish the content validity of the instruments used in this study, Lawshe's (1975) Content Validity Ratio (CVR) was employed. The CVR quantifies the extent to which the items within a measurement instrument adequately represent the entire content domain. Experts familiar with the content domain assessed each item to determine its validity. A numerical CVR value, derived from expert ratings, indicates the instrument's degree of content validity.

Fifteen (15) experts, holding master's and doctoral degrees in education, served as validators for the research instruments. These experts were selected based on their extensive experience in senior management positions within educational settings, ensuring their familiarity with the relevant content domains. The CVR analysis revealed a score of 0.848 for the work-life balance instrument and 0.889 for the time management instrument, both of which were interpreted as indicating "high" content validity.

Reliability

Following validation, the instrument underwent a reliability test. Calmorin (2019) defines reliability as the consistency, accuracy, stability, dependability, and predictability of an instrument or procedure. Reliability

indicates the extent to which repeated measurements or assessments produce consistent results and are free from measurement error (Leech et al., 2005).

To assess reliability, the questionnaire was administered to thirty (30) teacher-coaches from the Fourth Cluster of Negros Occidental, who were representative of the study's population but not included in the final sample. The responses were then analyzed using Cronbach's alpha. The resulting reliability coefficient of 0.906, exceeding the established threshold of 0.70, signifies high reliability (Aaron & Aaron, 2024)

Data-gathering Procedures

Upon securing a validated research instrument, the researchers initiated the data collection process by obtaining formal permission from the Schools Division Superintendent (SDS) through the Research Coordinator of the Schools Division of Negros Occidental. A letter of request, prepared by the researchers and endorsed by the Adviser and the Dean of Advanced Education Programs, was submitted to the SDS, seeking authorization to conduct the study among public high school teacher-coaches of winning sports events. Subsequently, the approved letter was forwarded to the principals of the respective schools.

Following school principal approval, the researchers personally distributed the questionnaires to the participants, facilitating direct interaction and enabling immediate clarification of any queries during the data collection process. Participants were afforded sufficient time to complete the questionnaires. Upon completion, the researchers collected the completed instruments directly from the participants.

This study employed two distinct questionnaires to assess the participants' time management proficiency and work-life balance. In the analysis phase, the collected data were transformed into numerical codes according to a predetermined coding manual. This coding process facilitated the statistical analysis of the data using the Statistical Package for the Social Sciences (SPSS).

Statistical Treatment

The data were analyzed using procedures tailored to each research question. To determine the time management proficiency and work-life balance of teacher-coaches (research questions 1 and 2), means and standard deviations were calculated. To ascertain whether significant differences existed in time management and work-life balance between groups of teacher-coaches based on demographic variables (research questions 3 and 4), t-tests were conducted. Statistical significance was established at a p-value less than 0.05. For a two-tailed t-test with a large sample, the critical t-value is approximately 1.96. However, the exact critical value was determined based on the study's specific sample size. To assess the relationship between time management proficiency and work-life balance (research question 5), Pearson's product-moment correlation coefficient (Pearson's r) was employed.

Ethical Considerations

Social Value

This research explored the timely and relevant issue of time management and its relationship to work-life balance among teacher-coaches in public secondary schools within the 4th Cluster of the Schools Division of Negros Occidental, contributing to the understanding of this critical issue within the educational context.

Participant Vulnerability

Participation was limited to individuals who explicitly expressed willingness to engage in the study. Participants were thoroughly informed about the study's objectives, nature, scope, duration of data collection, and measures taken to eliminate conflicts of interest.

Risk and Benefits

The study primarily focused on demographic data (age, sex, civil status, length of service, monthly income, and academic specialization), minimizing potential risks. Data collection procedures were carefully implemented,

with ample time provided for questionnaire completion in a conducive environment facilitated by school principals.

Privacy and Confidentiality

Participants were assured of strict confidentiality regarding all shared information. Their identities were protected in accordance with the Data Privacy Act of 2012, and no identifying information was disclosed in any publication. All printed questionnaires were securely disposed of through manual shredding.

Researchers Qualifications

The researchers possess relevant qualifications, holding Bachelor of Secondary Education with major in Physical Education, Health and Music and Bachelor of Physical Education degrees, and are currently pursuing Master of Education degrees in Physical Education. They have experience as teachers and administrators in both public and private schools in Negros Occidental, Philippines.

Transparency

This research fulfills an academic requirement for a graduate program. The researchers declared no conflicts of interest. Participants were fully informed about the study's purpose, potential risks, and benefits prior to their participation.

Informed Consent

Written informed consent was obtained from all participants, ensuring their voluntary participation. They were assured that their responses and personal information would be treated with the utmost confidentiality.

Justice

Participants were selected based on predetermined criteria, ensuring a fair and representative sample. Participation was voluntary, and all participants were treated with respect, regardless of socioeconomic status, gender, or ethnicity. A copy of the study's findings will be disseminated to relevant institutions.

Research Rigor

To ensure accuracy, originality, and readability, the researchers utilized Grammarly and plagiarism detection software. Additionally, a human editor reviewed the document for content and contextual accuracy.

Findings

The study revealed the following key findings:

Time Management Proficiency:

Overall, teacher-coaches demonstrated a "high" level of time management proficiency.

Specifically, time planning and time attitudes were rated "high."

Time-wasting behaviors were rated "negligible."

Work-Life Balance:

Teacher-coaches reported a "negligible" overall work-life balance.

This finding remained consistent across demographic subgroups, including age, sex, civil status, length of service, income, and academic specialization.

It is important to note the slight variations in mean scores, even within the "negligible" rating.

Demographic Influences:

No significant differences in time planning, time attitudes, or time-wasting behaviors were observed based on age, sex, length of service, or civil status.

Similarly, income and academic specialization did not significantly influence time management or work-life balance.

These findings suggest that these demographic variables were not strong predictors of time management or work-life balance in this sample.

The level of time management among teacher-coaches, grouped according to "age", showed that both "younger" and "older" teacher-coaches demonstrated a "high" level of time management skills overall.

Both age groups exhibited "high" levels in time planning and time attitude, and reported "negligible" levels of time wasters.

While "older" teacher-coaches showed slightly higher scores in time planning and time attitude, the differences were minimal, indicating that age did not significantly affect time management proficiency.

Gender and Work-Life Balance:

"Male" teacher-coaches reported a "high" score in rest and recuperation but "negligible" scores in technology and connectivity, support and resources, personal life and impact, and overall work-life balance.

"Female" teacher-coaches reported a "high" score in work environment and culture, but "negligible" scores in rest and recuperation, technology and connectivity, support and resources, personal life and impact, and overall work-life balance.

Both male and female teacher-coaches struggled to achieve a satisfactory work-life balance.

Relationship Between Time Management and Work-Life Balance:

A significant relationship was found between time management proficiency and work-life balance.

This indicates that effective time management practices positively influence work-life balance.

CONCLUSIONS

Based on the study's findings, the following conclusions were drawn:

Disparity Between Time Management and Work-Life Balance:

This study examined the time management proficiency and work-life balance of teacher-coaches, revealing a significant divergence between their perceived time management skills and their reported work-life balance.

While teacher-coaches demonstrated strong time management proficiency, particularly in time planning and time attitudes, they consistently reported a negligible work-life balance across all assessed domains. This indicates that despite possessing effective time management strategies, they struggle to integrate their professional and personal lives effectively.

Minimal Impact of Demographic Factors:

Demographic factors, including age, sex, civil status, and length of service, exhibited minimal influence on both time management proficiency and work-life balance.

This suggests that these factors do not significantly predict how teacher-coaches manage their time or achieve work-life balance. Regardless of these variables, teacher-coaches tend to utilize their time efficiently in managing both teaching and coaching responsibilities.

Relationship Between Time Management and Work-Life Balance:

A significant positive relationship was observed between time management proficiency and work-life balance.

This underscores the potential of effective time management to empower individuals to prioritize tasks, mitigate stress, and establish boundaries between work and personal life. However, this study reveals a disconnect between perceived time management skills and actual work-life outcomes for teacher-coaches.

Multifaceted Nature of Work-Life Balance:

This investigation into time management and work-life balance among teacher-coaches highlights the complex nature of this aspect of their professional lives.

While effective time management strategies are crucial for achieving work-life balance, individual needs and circumstances vary considerably. Factors such as personality, lifestyle, and personal commitments significantly influence how teacher-coaches experience and manage their time.

Therefore, a personalized approach to time management is essential, emphasizing self-awareness, adaptability, and continuous adjustment to evolving circumstances. By adopting a mindful and deliberate approach to time management, teacher-coaches can foster a more fulfilling and balanced life.

Recommendations

Based on the study's conclusions, the following recommendations are made:

Schools Division Superintendent:

- Prioritize targeted professional development for teacher-coaches, including workshops on:
 - Advanced coaching methodologies.
 - Effective instructional design.
 - Technology integration for enhanced learning.
 - Stress management and resilience.
 - Time-blocking and prioritization strategies.
- Allocate resources to support teacher-coach participation in relevant conferences and seminars.

Cluster Heads or Principals:

- Implement structured time management frameworks, such as time management matrices, to aid teacher-coaches in task prioritization and efficiency.
- Ensure adequate resource allocation, including access to updated instructional materials, technology, and professional libraries.
- Establish mentorship programs to pair experienced educators with newer teacher-coaches, fostering professional growth and support.

Administrative Officers:

- Streamline administrative processes to minimize non-essential tasks for teacher-coaches.
- Explore and implement flexible work arrangements to accommodate diverse needs and promote work-life balance.
- Establish a robust system for recognizing and rewarding high-performing teacher-coaches.
- Enforce strict policies against mandatory overtime to prevent burnout.
- Provide comprehensive time management training based on sound psychological principles.

Teacher-Coaches:

- Actively advocate for flexible work arrangements to support personal well-being.
- Prioritize professional development focused on stress management, time management, and work-life balance strategies.
- Actively seek out training that improves skills in areas such as, student behavior management, differentiated instruction, and data driven instruction.

Present Researchers:

- Develop and implement an intervention plan to improve work-life balance among teacher-coaches, including:
 - Workshops and training on stress management, relaxation techniques, and boundary setting.
 - Implementation of flexible work arrangements, such as remote work and adjusted schedules.
 - Enhanced support systems, including access to counseling and employee assistance programs.
 - Initiatives to promote an organizational culture that prioritizes teacher-coach well-being.

Future Researchers:

- Expand research to include variables such as economic status, religious affiliation, and school type (public/private, urban/rural) to provide a more nuanced understanding of time management and work-life balance among teacher-coaches.
- Conduct similar studies in private academic institutions to broaden the scope of understanding.

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