

Exploring Professional Commitment through Time Management Skills and Work Values in Private Higher Education Institutions in Pagadian City, Philippines

Floyd U. Badiang

Southern Mindanao Colleges, Pagadian City, Zamboanga del Sur, Philippines

Abstract

Introduction: Time management skills and work values are critical factors influencing professional commitment and job performance among educational leaders and instructors. Understanding the relationship between these variables can provide insights into enhancing productivity and fostering a positive educational environment.

Objectives: This study aims to investigate the differences in time management skills and work values between deans and college instructors in private higher education institutions (PHEIs) of Pagadian City, Philippines. Additionally, it examines the correlation between these variables.

Methods: The study employs a descriptive-survey research design with comparative analysis and correlation analysis subcomponents. Participants included 54 deans and 134 college instructors, selected through stratified random sampling for instructors and total enumeration for deans. Data were collected using validated researcher-made questionnaires with high reliability (Cronbach's alpha of 0.93 for time management skills and 0.91 for work values). The questionnaires were distributed face-to-face, and the collected data were analyzed using descriptive statistics, independent samples t-tests, and Pearson correlation coefficients.

Results: The findings reveal minimal differences in time management skills and work values between deans and college instructors, with both groups exhibiting high proficiency in these areas. The t-tests showed no statistically significant differences in time management skills and work productivity enhancement between the two groups. The correlation analysis indicated a significant positive relationship ($r = 0.68, p < 0.05$) between time management skills and work values.

Conclusions: The study underscores the importance of fostering both time management skills and work values to enhance professional commitment and job performance. The close alignment in these areas suggests that targeted professional development programs can support both deans and college instructors, contributing to a more effective and cohesive educational environment. Future research should explore the underlying factors contributing to these minor differences and examine their long-term effects on educational outcomes.

Keywords: time management skills, work values, deans, college instructors, descriptive survey

1. Introduction

Time management is crucial in all aspects of life, whether in individual capacities or within businesses and organizations. In educational settings, time is particularly precious to students, teachers, heads, and the institution as a whole. Effective time management skills, such as setting goals, planning and scheduling, prioritizing, decision-making, and delegating, are essential for enhancing productivity and reducing stress among educators (Aeon et al., 2021). However, there is limited research on how these positive aspects of time use impact educators' well-being and job performance. This study seeks to explore the differences in time management practices and work values between deans and teachers and to examine the correlation between

these two variables among deans and teachers in private colleges of Pagadian City.

The study is grounded in the principles of the Time Management Matrix (Covey, 1989), which categorizes tasks based on urgency and importance, and the Work Values Theory (Super, 1970), which emphasizes the role of personal values in career satisfaction and performance. These theoretical frameworks provide a robust foundation for understanding how time management and work values influence educational outcomes.

Making decisions is a fundamental responsibility of leaders, who are often paid to make tough calls. However, the values of a leader are equally important as they provide consistency and stability to the team

(Dierdorff, 2020). Work values, such as industriousness, order and efficient use of time, spirit of inventiveness and sense of responsibility, teamwork, and professionalism, are the work-related qualities, principles, and standards that matter most (Busque-Carrier et al., 2021). Understanding these values can help individuals plan their careers, seek opportunities in their current roles, or make career changes. Despite the recognized importance of work values, there is limited understanding of how cultural factors shape these values and their impact on educational practices and outcomes (Stiglbauer et al., 2022). This study addresses this gap by examining the role of cultural context in shaping work values among deans and teachers in private higher education institutions (PHEIs) in Pagadian City, Philippines.

Furthermore, the interplay between work values and time management skills has received insufficient attention in existing literature. Few studies have explored how these variables jointly influence educational success (Furnham et al., 2021). This research investigates the differences in time management practices and work values between deans and teachers, as well as the correlation between these two variables, providing insights into how these attributes can be leveraged to enhance instructional leadership and overall educational outcomes.

Understanding the differences in time management practices and work values between deans and teachers can inform targeted professional development programs, ultimately enhancing institutional efficiency and educator satisfaction. Additionally, the insights gained from this study could guide policymakers in developing frameworks that support effective time management and value alignment in educational settings, leading to improved educational outcomes.

Deans, as the focal persons in each department, have direct supervision and control over their faculty members in terms of loading, promotion, faculty development, student evaluation, and curriculum development. These major roles require them to evaluate details before making decisions, yet uncertainties often arise due to the diverse personalities of their teachers. Hence, their managerial ethics and risk-taking behavior emerge during decision-making processes (Arntzen, 2016). In this context, college deans must wisely manage their time and uphold strong work values to navigate the complexities of their roles effectively.

By addressing these gaps, this study makes significant contributions to the understanding of time management skills and work values in educational settings, particularly in the context of PHEIs in Pagadian City. The findings have practical implications for educational practices and policies, offering insights into how these attributes can be leveraged to enhance instructional leadership and overall educational outcomes.

2. Objectives

This study aims to investigate how time management skills and work values contribute to professional commitment among deans and college instructors in select private higher education institutions (PHEIs) of Pagadian City. The primary goal is to enhance job performance efficiency by addressing several key objectives.

Firstly, the study seeks to identify and compare the differences in time management skills and work values between deans and college instructors. Time management skills encompass setting goals, planning and scheduling, prioritizing, decision-making, and delegating. Work values include industriousness, order and efficient use of time, spirit of inventiveness and sense of responsibility, teamwork, and professionalism. By examining these elements, the study aims to provide a comprehensive understanding of how deans and college instructors manage their time and uphold their work values. This comparative analysis focuses on pinpointing significant differences and similarities in these key aspects, offering insights into their unique challenges and strengths. These insights are crucial for developing targeted strategies to support both deans and college instructors in enhancing their professional commitment and overall job performance.

Additionally, the research aims to investigate the relationship between time management skills and work values. By analyzing how these variables interact and affect each other, the study seeks to uncover valuable insights that can inform strategies to improve job performance and strengthen professional commitment within the higher educational sector of Pagadian City, Philippines.

3. Methods

This study employs a descriptive-survey research design with comparative analysis and correlation analysis subcomponents. This design is appropriate for identifying and comparing the characteristics of the two groups and understanding the relationships

between the variables. The participants of this study include 54 deans and 134 college instructors from select private colleges in Pagadian City. Stratified random sampling was used to select the college instructors, ensuring adequate representation, while total enumeration was applied to include all deans. Data were collected using researcher-made questionnaires designed to assess the two variables: time management skills and work values. These questionnaires were validated and tested for reliability, yielding Cronbach's alpha coefficients of 0.93 for time management skills and 0.91 for work values, indicating high internal consistency. The data collection process involved obtaining permission from the selected colleges and adhering to all ethical guidelines, including obtaining informed consent from the participants. The questionnaires were distributed to the participants face-to-face to ensure a high response rate, and participants were given a specified period to complete and return the questionnaires, with follow-up reminders sent to ensure a high response rate. The collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including mean, standard deviation, and frequency distribution, were used to summarize the demographic information, time management skills, and work values of the participants. Independent samples t-tests were conducted to compare the time management skills and work values between deans and college instructors. Pearson correlation coefficients were calculated to examine the relationships between time management skills, work values, and professional commitment. The study adhered to ethical standards in research, ensuring confidentiality and anonymity, and avoiding any form of coercion. Participants were informed about the purpose of the study, their right to withdraw at any time, and how the data would be used.

4. Results and Discussions

The analysis of time management skills between deans and college instructors reveals minimal differences, indicating that both groups exhibit similar proficiency in managing their time. The overall scores for time management skills are nearly identical, suggesting a consistent approach to time management across both roles (Table 1). Both deans and college instructors show strong capabilities in setting goals, planning and scheduling, prioritizing, decision-making, and delegating. This uniformity suggests that the institutions may have effective training programs or a shared culture that emphasizes these skills. The slight

edge in delegating observed among college instructors could reflect their operational need to manage classroom responsibilities and student interactions more effectively. Conversely, deans' marginally higher scores in setting goals may highlight their strategic role in institutional planning and leadership.

Table 1 Descriptive levels of deans' and college instructors' time management skills and work values

Variables	College Deans (n=54)		College Instructors (n=134)	
	M	SD	M	SD
Time Management Skills				
1 Setting Goals	5.407	0.653	5.351	0.683
2 Planning and Scheduling	5.352	0.671	5.351	0.671
3 Prioritizing	5.426	0.656	5.366	0.664
4 Decision Making	5.426	0.596	5.425	0.603
5 Delegating	5.333	0.745	5.447	0.675
Overall	5.389	0.664	5.388	0.659
Work Values				
1 Industriousness	5.556	0.598	5.396	0.647
2 Order and Efficient Use of Time	5.315	0.689	5.388	0.657
3 Spirit of Inventiveness and Sense of Responsibility	5.426	0.627	5.448	0.618
4 Teamwork	5.37	0.647	5.418	0.602
5 Professionalism	5.389	0.678	5.44	0.592
Overall	5.411	0.648	5.418	0.623

Note: M = mean, SD = Standard deviation: 1.00 – 1.83 = Never Manifested, 1.84 – 2.67 =Rarely Manifested, 2.68 – 3.50 = Sometimes Manifested, 3.51 – 4.33 = Often Manifested, 4.34 – 5.16 = Almost Always Manifested, 5.17 – 6.00 = Always Manifested

Similarly, the analysis of work values shows minimal differences between deans and college instructors, indicating a shared commitment to core professional

values. The overall scores for work values are very close, underscoring a common professional ethos. Both groups demonstrate high levels of industriousness, order and efficient use of time, spirit of inventiveness and sense of responsibility, teamwork, and professionalism. This alignment suggests a strong institutional culture that promotes these values. The slightly higher scores in industriousness among deans may reflect their broader responsibilities and the need for a high level of diligence in their roles. On the other hand, college instructors' higher scores in teamwork and professionalism could be attributed to their direct engagement with students and collaborative teaching environments.

Table 2 Test of significant difference in time management skills between college deans and college instructors

Groups	n	M	SD	t	df	p-value
College Deans	54	5.3	0.0	0.9	18	0.362
		8	5	66	6	3
College Instructors	13	5.4	0.0			
	4	1	5			

The results of the t-test (Table 2) for the significant difference in time management skills between deans and college instructors show no statistically significant difference, $t(186) = 0.966$, $p = 0.3623$. This further supports the finding that both groups have similar levels of proficiency in time management skills. The close alignment in time management skills suggests that both deans and college instructors are equally equipped to handle their responsibilities effectively, which is crucial for maintaining high standards of performance and productivity within educational institutions.

The analysis of work values enhancement between deans and college instructors also shows no statistically significant difference, $t(186) = 25.326$, $p=1.249$. This indicates that both groups are similarly effective in enhancing work productivity, further emphasizing the shared professional values and practices within the institutions. The slight variations in specific domains of work values suggest that while both groups are generally aligned, there may be unique challenges and strengths inherent to their respective roles. For instance, the higher scores in delegating among college instructors could reflect their need to manage classroom responsibilities effectively, while deans'

higher scores in setting goals may indicate their strategic role in guiding the institution.

Table 3 Test of significant difference in work values between college deans and college instructors

Groups	n	M	SD	t	df	p-value
College Deans	54	5.4	0.0	25.3	18	1.24
		1	8	26	6	9
College Instructors	13	5.4	0.0			
	4	2	3			

The correlation analysis between time management skills and work values reveals a significant negative correlation, $r = 0.68$, $p < 0.05$. This suggests that as time management skills improve, work values also tend to increase, and vice versa. This positive relationship indicates that individuals who are proficient in managing their time are also likely to uphold strong work values. This finding highlights the complementary nature of these variables and suggests that enhancing time management skills can positively influence work values, thereby contributing to professional commitment and job performance.

Table 4 Correlation between time management skill and work values (n=188)

Variables	M	SD	r	p-value
Time Management Skills	5.3	0.0	0.6	< .05
	9	4	8	
Work Values	5.4	0.0		
	1	3		

The close alignment in work values between the two groups underscores the shared commitment to professionalism, teamwork, and responsibility, which are essential for fostering a positive educational environment. These insights can inform targeted professional development programs aimed at enhancing both time management skills and work values, ultimately contributing to improved job performance and professional commitment. Future research could further explore the underlying factors contributing to these minor differences and examine how these skills and values impact specific aspects of job performance and satisfaction. Additionally, longitudinal studies could provide deeper insights into how these variables evolve over time and their long-term effects on educational outcomes.

5. Conclusions and Recommendations

This study aimed to investigate the differences in time management skills and work values between college deans and college instructors in private higher education institutions of Pagadian City, Philippines, and to examine the correlation between these variables and professional commitment. The findings reveal that both deans and college instructors exhibit similar proficiency in managing their time and upholding their work values, with minimal differences observed between the two groups.

The analysis of time management skills showed that both deans and college instructors are equally adept at setting goals, planning and scheduling, prioritizing, decision-making, and delegating. This suggests a consistent approach to time management across both roles, likely supported by effective training programs and a shared institutional culture. Previous research has highlighted the importance of time management skills in enhancing job performance and reducing stress (Claessens et al., 2007; Macan et al., 1990). Similarly, the analysis of work values indicated a strong alignment between the two groups, with both demonstrating high levels of industriousness, order and efficient use of time, spirit of inventiveness and sense of responsibility, teamwork, and professionalism. These findings are consistent with studies that emphasize the role of work values in fostering a positive organizational culture and enhancing employee commitment (Dose, 1997; Meglino & Ravlin, 1998).

The t-tests conducted to compare time management skills and work productivity enhancement between deans and college instructors showed no statistically significant differences, further supporting the finding that both groups are similarly proficient in these areas. The correlation analysis revealed a significant positive relationship between time management skills and work values indicating that improvements in one area are likely to be associated with enhancements in the other. This aligns with the literature suggesting that effective time management can lead to better work outcomes and higher professional commitment (Eilam & Aharon, 2003; Nonis & Sager, 2003).

These findings underscore the importance of fostering both time management skills and work values to enhance professional commitment and job performance. The close alignment in these areas suggests that targeted professional development programs can be designed to support both deans and college instructors, ultimately contributing to a more effective and cohesive educational environment. By

investing in such programs, institutions can ensure that their leaders and educators are well-equipped to meet the demands of their roles, thereby promoting a culture of excellence and continuous improvement.

Future research could explore the underlying factors contributing to the minor differences observed and examine how these skills and values impact specific aspects of job performance and satisfaction. Longitudinal studies could also provide deeper insights into how these variables evolve over time and their long-term effects on educational outcomes. Additionally, expanding the scope of research to include other educational settings and regions could provide a more comprehensive understanding of these dynamics.

References

- [1] Aeon, B., Faber, A., & Panaccio, A. (2021). Does time management work? A meta-analysis. PLOS ONE. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0245066>
- [2] Arntzen, E. (2016). The changing role of deans in higher education – From leader to manager. Universal Journal of Educational Research, 4(9), 2068-2075. <https://files.eric.ed.gov/fulltext/EJ1113881.pdf>
- [3] Busque-Carrier, M., Ratelle, C. F., & Le Corff, Y. (2021). Work values and job satisfaction: The mediating role of basic psychological needs at work. Journal of Career Development, 49(6), 1386-1401. <https://journals.sagepub.com/doi/pdf/10.1177/08948453211043878>
- [4] Claessens, B. J. C., van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. Personnel Review, 36(2), 255-276. <https://doi.org/10.1108/00483480710726136>
- [5] Covey, S. R. (1989). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press.
- [6] Dierdorff, E. C. (2020). Time management is about more than life hacks. Harvard Business Review. <https://hbr.org/2020/01/time-management-is-about-more-than-life-hacks>
- [7] Dose, J. J. (1997). Work values: An integrative framework and illustrative application to organizational socialization. Journal of Occupational and Organizational Psychology,

- 70(3), 219-240. <https://doi.org/10.1111/j.2044-8325.1997.tb00645.x>
- [8] Eilam, B., & Aharon, I. (2003). Students' planning in the process of self-regulated learning. *Contemporary Educational Psychology*, 28(3), 304-334. [https://doi.org/10.1016/S0361-476X\(02\)00042-5](https://doi.org/10.1016/S0361-476X(02)00042-5)
- [9] Furnham, A., MacRae, I., & Tetchner, J. (2021). Measuring work motivation: The facets of the work values questionnaire and work success. *Scandinavian Journal of Psychology*, 62, 401-408. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/sjop.12723>
- [10] JETIR. (2023). Time management techniques and strategies for improving personal productivity and work-life balance. *Journal of Emerging Technologies and Innovative Research*. <https://www.jetir.org/papers/JETIR2305C29.pdf>
- [11] Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. *Journal of Educational Psychology*, 82(4), 760-768. <https://doi.org/10.1037/0022-0663.82.4.760>
- [12] Meglino, B. M., & Ravlin, E. C. (1998). Individual values in organizations: Concepts, controversies, and research. *Journal of Management*, 24(3), 351-389. <https://doi.org/10.1177/014920639802400304>
- [13] Nonis, S. A., & Sager, J. K. (2003). Coping strategy profiles used by salespeople: Their relationships with personal characteristics and work outcomes. *Journal of Personal Selling & Sales Management*, 23(2), 139-150. <https://doi.org/10.1080/08853134.2003.10748991>
- [14] Stiglbauer, B., Penz, M., & Batinic, B. (2022). Work values across generations: Development of the new work values scale (NWVS) and examination of generational differences. *Frontiers in Psychology*. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.1028072/full>
- [15] Super, D. E. (1970). Work values inventory. *Journal of Counseling Psychology*, 17(1), 1-10.
- [16] Young, A. N., Bourke, A., Foley, S., & Di Blasi, Z. (2024). Effects of time management interventions on mental health and wellbeing factors: A protocol for a systematic review. *PLOS ONE*. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0288887>