

Improving Teachers' Punctuality Through a Short-Cycle Time Management LAC Intervention

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Abstract

This study examined the effectiveness of a short-cycle Time Management Learning Action Cell (LAC) Intervention in improving teachers' professional timeliness at Basak National High School. The research was anchored on principles of reflective practice, collaborative learning, accountability mechanisms, and structured professional support aimed at strengthening punctuality, classroom transitions, and timely submission of reports. A descriptive mixed-methods action research design was employed involving 14 purposively selected teachers who demonstrated recurring concerns related to professional timeliness. Quantitative data were gathered using researcher-made self-assessment instruments, attendance records, transition monitoring records, and report submission logs, while qualitative data were obtained through Learning Action Cell sessions, Focus Group Discussions, coaching notes, and reflective outputs. Descriptive statistics, paired-samples comparison, thematic analysis, and data triangulation were utilized to analyze the findings. Results showed that teachers' overall time-management practices improved from "Often" during the pre-test to "Always" during the post-test, particularly in punctuality, preparation of instructional materials, and professional routines. Although the statistical analysis did not reveal a significant difference between pre-test and post-test scores, qualitative findings indicated increased self-awareness, accountability, motivation, and adoption of practical time-management strategies among participants. Teachers also identified persistent challenges related to workload demands, administrative responsibilities, transportation difficulties, and structural school conditions affecting classroom transitions and instructional efficiency. The study concluded that improving professional timeliness requires both individual commitment and sustained institutional support through collaborative professional development, effective monitoring systems, and supportive leadership practices. The study supports SDG 4 – Quality Education by promoting instructional efficiency and professional development, SDG 8 – Decent Work and Economic Growth through strengthened workplace accountability and productivity, and SDG 16 – Peace, Justice, and Strong Institutions by encouraging evidence-based and collaborative school practices. The findings contribute to educational, institutional, and organizational sustainability by supporting efficient school operations, collaborative professional learning, and continuous improvement in instructional delivery.

Keywords: Accountability, Instructional Efficiency, Learning Action Cell, Professional Development, Professional Timeliness, Teacher Punctuality, Time Management

1. Introduction

Teacher professional timeliness is essential to maintaining effective instructional delivery and efficient school operations. At Basak National High School, recurring concerns involving teacher tardiness, delayed classroom transitions, and late submission of reports have affected instructional pacing, reduced learning time, and created administrative inefficiencies. These challenges prompted the implementation of a one-month Time Management Learning Action Cell (LAC) Intervention designed to improve teachers' punctuality, time management practices, and professional accountability. Guided by collaborative coaching, mentoring, and reflective professional development approaches, the study examines how structured interventions can support sustainable improvements in instructional efficiency and school operations.

1.1 Background of the Study

At Basak National High School, professional timeliness directly affects the continuity of teaching and learning processes. Recurring late arrivals, delayed movement to scheduled classes, and untimely submission of reports have contributed to shortened instructional periods, inconsistent lesson pacing, and operational backlogs. These issues collectively reduce the effective use of instructional time and highlight the need to strengthen teachers' professional routines and accountability systems. Research emphasizes that effective time management significantly influences instructional organization, pacing, and classroom stability (Leek, Rojek, Dobińska, & Kosiorek, 2024). Teachers also experience increasing multitasking demands that compress available instructional time, making intentional time-management strategies necessary (Thompson, Creagh, Stacey, Hogan, & Mockler, 2024). Studies further indicate that reduced time-on-task and lapses in punctuality contribute to lost learning opportunities and weakened instructional delivery (Peirola & Játiva, 2021; UNICEF Innocenti, 2020–2022). Consistent teacher punctuality has likewise been associated with stronger classroom engagement and

improved learning environments (Nuique, 2024), while delayed transitions diminish instructional effectiveness when routines are not clearly established (Heinze, 2023).

1.2 Themes and Insights from Related Literature on Teacher Time Management and Professional Timeliness

Related literature consistently identifies time management as a critical factor influencing teacher productivity, instructional quality, and professional accountability. Existing studies emphasize the importance of organized instructional pacing, efficient scheduling, and structured routines in maintaining classroom stability and maximizing instructional time (Leek, Rojek, Dobińska, & Kosiorek, 2024). Literature also highlights the growing complexity of teachers' responsibilities, where multitasking demands often reduce available time for core instructional duties (Thompson, Creagh, Stacey, Hogan, & Mockler, 2024). Research findings further reveal that teacher punctuality positively affects classroom engagement and instructional consistency (Nuique, 2024). Conversely, delayed classroom transitions and reduced time-on-task negatively influence lesson delivery and learning opportunities (Peirola & Játiva, 2021; UNICEF Innocenti, 2020–2022; Heinze, 2023). Studies also support the effectiveness of structured monitoring, coaching, mentoring, and reflective professional development in improving teachers' work habits and accountability systems (Peirola & Játiva, 2021; UNICEF Innocenti, 2020–2022). Collaborative professional development approaches such as Learning Action Cells (LAC), Focus Group Discussions (FGDs), coaching, and mentoring have likewise been recognized as effective strategies for improving professional practices and strengthening reflective learning among teachers. These approaches encourage peer collaboration, guided reflection, and shared problem-solving, which contribute to sustainable behavioral and organizational improvements.

1.3 Local, National, and Global Context of Teacher Time Management Practices

Locally, Basak National High School has documented recurring patterns of teacher tardiness, delayed class transitions, and late submission of school requirements. These concerns demonstrate the need for context-specific interventions that can strengthen professional timeliness and instructional efficiency within the school setting. Nationally, the intervention aligns with the Department of Education's mandate for continuous professional development through school-based Learning Action Cell programs. The use of LAC sessions, coaching, and mentoring supports institutional efforts to improve teacher accountability, instructional quality, and professional growth. Globally, educational research continues to recognize instructional time as a critical resource for improving learning outcomes. International studies emphasize that ineffective time management, reduced classroom engagement, and inadequate professional routines contribute to weakened educational performance and reduced instructional effectiveness (Peirola & Játiva, 2021; UNICEF Innocenti, 2020–2022). Global literature also supports collaborative professional development models as effective mechanisms for improving teacher practices and workplace efficiency.

1.4 Theoretical or Conceptual Basis of the Time Management LAC Intervention

The study is conceptually anchored on the principle that professional timeliness improves through reflective practice, collaborative learning, structured support, and accountability mechanisms. The Time Management LAC Intervention integrates Learning Action Cell sessions, coaching, mentoring, and Focus Group Discussions to help teachers identify barriers to punctuality and adopt practical strategies for improving daily work routines. The intervention is further grounded in the view that improving time management requires more than individual discipline. Effective improvement also depends on peer learning, guided reflection, and sustained professional support. Coaching and mentoring activities are intended to strengthen teachers' awareness of how time management influences instructional quality and school operations, while FGDs provide collaborative opportunities for addressing workload challenges, planning difficulties, and routine inefficiencies. The intervention also reflects principles of collaborative professional development, which emphasize mentoring, reflective dialogue, and peer accountability as mechanisms for promoting meaningful behavioral change and sustainable improvements in professional practice.

1.5 Research Gaps and Rationale for the Study

Although educational research extensively discusses teacher time management, a significant practice gap remains at Basak National High School due to the absence of streamlined and data-driven accountability systems addressing punctuality, class transitions, and timely submission of reports. Existing studies commonly examine these concerns independently or within broader long-term contexts, while fewer studies investigate them collectively within a short-cycle, school-based intervention framework. This study addresses that gap by implementing a one-month Time Management LAC Intervention specifically designed for the school's context. Through LAC sessions, coaching, mentoring, and FGDs, the intervention aims to improve teachers' professional timeliness using collaborative and evidence-based strategies. The study also seeks to generate context-specific data that can guide future school policies, supervision practices, and professional development initiatives.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

The study aligns with several Sustainable Development Goals (SDGs), particularly SDG 4 – Quality Education, by promoting effective instructional delivery, maximizing classroom learning time, and strengthening teacher professional

development. Improved teacher punctuality and instructional efficiency contribute to better learning experiences and more stable educational environments. The research also supports SDG 8 – Decent Work and Economic Growth by encouraging professional accountability, workplace efficiency, and improved organizational practices among educators. Strengthening time management and professional routines contributes to a more productive and effective educational workforce. Additionally, the study relates to SDG 16 – Peace, Justice, and Strong Institutions through its emphasis on institutional accountability, efficient school operations, and evidence-based decision-making. The use of structured monitoring, reflective practice, and collaborative professional development supports stronger institutional practices within the school setting.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes primarily to educational sustainability by promoting efficient instructional practices, improving lesson continuity, and maximizing the effective use of classroom learning time. Sustainable instructional routines help maintain consistent educational quality and strengthen long-term school performance. The research also contributes to socio-economic and institutional sustainability by improving workplace accountability, reducing operational inefficiencies, and supporting professional productivity among teachers. Enhanced professional timeliness may reduce administrative backlogs and improve overall school management systems. Furthermore, the study supports community and organizational sustainability by fostering collaborative professional development through LAC sessions, coaching, mentoring, and peer reflection. These practices encourage continuous improvement, shared responsibility, and sustainable professional growth within the school community. Mathematics plays a vital role in developing logical reasoning, critical thinking, and problem-solving skills, particularly in foundational topics such as integer operations (Sachdeva & Eggen, 2021). Despite its importance, many learners experience persistent difficulties in performing addition, subtraction, multiplication, and division of integers due to misconceptions involving sign rules and mixed operations (Alviar & Solon, 2023; Harun et al., 2023). To address these concerns, researchers and educators have increasingly explored gamification and technology-enhanced learning approaches that promote engagement, motivation, and improved mathematical performance (Lampropoulos & Sidiropoulos, 2024; Szilágyi et al., 2025). This study focuses on the development and evaluation of a gamified mathematical mobile application designed to improve Grade 8 students' understanding of integer operations. Anchored on constructivist, behaviorist, cognitive, motivational, and technology integration theories, the study aims to provide an engaging, curriculum-aligned, and learner-centered instructional tool. The application incorporates game-based features such as challenges, levels, rewards, and immediate feedback to enhance conceptual understanding, motivation, and participation in mathematics learning.

2. Material and methods

2.1 Research Design

The study utilized a descriptive mixed-methods action research design to assess and improve teachers' professional timeliness over a one-month intervention period. Quantitative methods were used to measure observable behaviors such as punctuality, class transitions, and report submission compliance through monitoring records. Qualitative methods, including Learning Action Cell (LAC) sessions, Focus Group Discussions (FGDs), coaching notes, and reflective outputs, were employed to explore teachers' experiences, challenges, and behavioral changes. The action research approach supported immediate, school-based problem-solving and allowed the integration of monitoring, reflection, and targeted professional support within regular school operations.

2.2 Locale of the Study

The study was conducted at Basak National High School, where recurring concerns regarding teacher tardiness, delayed classroom transitions, and untimely submission of reports were observed. The school setting provided a context for examining how professional timeliness affects instructional continuity, classroom pacing, and operational efficiency. The intervention was implemented within the school's existing professional development structure through Learning Action Cell activities, coaching, and mentoring sessions.

2.3 Respondents of the Study

The respondents consisted of 14 teachers from Basak National High School who voluntarily participated in the study after four identified teachers declined participation. These teachers had demonstrated recurring patterns of late arrival, delayed classroom transitions, or delayed report submission during the previous quarter. The focus on teachers was based on evidence indicating that teachers' time-management practices directly influence lesson pacing, instructional flow, and classroom stability. Additional data sources included daily time records, class transition logs, report submission logs, LAC outputs, FGD transcripts, and coaching and mentoring records.

2.4 Sample and Sampling Procedure

The study employed purposive sampling to identify teachers who experienced challenges related to professional timeliness. Selection was based on existing school records documenting patterns of tardiness, delayed class transitions, and late report

submissions. This sampling approach ensured that the intervention specifically addressed participants who were most affected by time-management concerns and who could benefit directly from the Time Management LAC Intervention.

2.5 Research Instrument

The study utilized several researcher-made instruments to collect both quantitative and qualitative data related to teachers' professional timeliness. A Time Management Self-Assessment using a Likert-type format was administered before and after the intervention to assess teachers' awareness, punctuality habits, transition practices, routines, and adherence to deadlines. Arrival monitoring records documented required time-in, actual time-in, and minutes late to determine punctuality rates. Class transition monitoring records measured the interval between the end of one class and the teacher's arrival at the next class to identify delays affecting instructional time. Report submission records monitored compliance by comparing submission deadlines with actual submission dates. Coaching and mentoring logs documented coaching sessions, strengths, areas for improvement, and agreed-upon action steps. Reflection forms and Focus Group Discussion guides were also used to gather insights into teachers' experiences, causes of time-management difficulties, and recommendations for sustaining improvements. These instruments were designed to capture behaviors associated with instructional continuity, workload prioritization, transitions, and professional routines as identified in related literature.

2.6 Data Gathering Procedure

Data gathering was conducted in three phases corresponding to the natural cycle of action research within the one-month intervention period. During the pre-implementation phase, approval to conduct the study was obtained from the Schools Division Superintendent. Participating teachers were oriented regarding the purpose, scope, voluntary participation, and ethical safeguards of the study, after which informed consent was secured. Baseline information was gathered using existing school records, and participants completed the pre-intervention self-assessment. Initial Learning Action Cell sessions and Focus Group Discussions were conducted to identify root causes of time-management challenges. Monitoring tools for arrivals, class transitions, and report submissions were subsequently distributed, and daily monitoring commenced. During the implementation phase, teachers participated in coaching and mentoring sessions focused on practical strategies such as preparing instructional materials in advance, setting reminders, planning classroom transitions, and using planners or checklists to manage reporting tasks. Daily monitoring continued throughout the intervention period. Mid-cycle Focus Group Discussions allowed participants to reflect on their progress, identify remaining challenges, and adjust their routines. Coaching logs and reflective outputs documented emerging practices and behavioural improvements. In the post-implementation phase, participants completed the post-intervention self-assessment and participated in concluding LAC sessions and Focus Group Discussions. Teachers reflected on observed improvements and provided recommendations for sustaining effective time-management practices. All monitoring records, reflections, and coaching notes were collected, consolidated, and organized for analysis.

2.7 Data Analysis Techniques

The study employed both quantitative and qualitative data analysis techniques. Quantitative analysis utilized descriptive statistics such as means, percentages, and frequency counts to summarize punctuality rates, average minutes of tardiness, transition delays, and compliance with report submission deadlines. Pre- and post-intervention comparisons were conducted to determine changes over the one-month implementation period. Graphical representations, including line graphs and bar charts, were used to illustrate trends and make improvement patterns more visible to stakeholders. Qualitative analysis involved thematic analysis of Focus Group Discussion transcripts, reflective outputs, and coaching notes to identify recurring themes such as barriers to punctuality, effective coping strategies, increased awareness, behavioural changes, and recommendations for sustainability. Data triangulation was also employed to strengthen credibility by comparing findings from self-assessments, monitoring logs, reflections, and coaching records. Findings from both quantitative and qualitative analyses were integrated to explain observed changes and support informed decision-making for Basak National High School.

2.8 Ethical Considerations

The study observed ethical principles related to voluntary participation, confidentiality, respect, and data privacy. Participants were informed that the research aimed to support professional growth rather than serve as a punitive evaluation tool. Personal identifiers were coded, securely stored, and destroyed after completion of the study. All intervention activities were aligned with regular professional development practices at Basak National High School and posed no foreseeable harm to participants. The study also complied with the Data Privacy Act of 2012, and only aggregated results were reported.

3. Results and Discussion

3.1 Teachers' Time Management Practices

3.1.1 Improvement in Overall Time Management Practices

The findings showed that teachers' overall weighted mean increased from 3.11 during the pre-test to 3.28 during the post-test. Before the intervention, teachers' time management practices were generally interpreted as "Often," while post-test results reached the "Always" interpretation. Higher post-test ratings were observed in punctuality, preparation of instructional materials, classroom transitions, and efficiency routines. However, indicators related to report submission, management of unexpected tasks, and avoidance of procrastination remained comparatively lower despite slight improvements. The findings suggest that the intervention contributed to improved awareness and application of time-management strategies among teachers. Increased preparation of instructional materials and improved punctuality indicate that participants became more intentional in organizing their daily responsibilities. These improvements support the view that structured monitoring, reflection, and professional collaboration can positively influence teachers' work habits and instructional efficiency.

3.1.2 Statistical Difference Between Pre-Test and Post-Test Results

The statistical analysis revealed that although the post-test mean score was higher than the pre-test mean score, the paired-samples t-test showed that the difference was not statistically significant at the 0.05 level. The findings indicate that while positive changes were observed following the intervention, these improvements were not substantial enough to demonstrate statistical significance. Several factors may explain this outcome. The pre-test results already reflected relatively high levels of time-management practices, limiting the extent of measurable improvement. The small number of respondents also reduced the statistical power of the analysis, making it more difficult to detect significant differences. Additionally, the one-month intervention period may not have been long enough to create substantial behavioral changes, particularly in deeply established routines related to administrative tasks and classroom transitions.

3.1.3 Observed Practical Improvements in Professional Timeliness

Despite the absence of statistical significance, practical improvements were observed across several indicators. Teachers demonstrated stronger preparation of instructional materials, improved punctuality in arriving at school, and more structured professional routines after the intervention. Documentary and observational evidence also showed that most teachers complied with report submission requirements, although occasional delays remained evident. Monitoring records further revealed that some teachers still experienced delays during class transitions and dismissal periods, which affected the punctuality of succeeding classes. These findings indicate that the intervention positively influenced teachers' awareness and encouraged the adoption of more effective time-management practices. However, persistent delays in administrative tasks and classroom transitions suggest that sustained monitoring, administrative support, and long-term reinforcement remain necessary to strengthen professional timeliness and instructional efficiency within the school.

3.2 Emerging Themes from Teachers' Experiences

3.2.1 Persistent Time Management Challenges

Teachers reported ongoing difficulties in balancing instructional duties, administrative work, and student-related responsibilities. Participants shared that unexpected interruptions, urgent concerns, transportation difficulties, and long distances between classrooms frequently disrupted schedules and contributed to delays. Some teachers also emphasized that environmental and structural conditions significantly affected their ability to manage time efficiently. The findings demonstrate that time-management challenges extend beyond personal discipline and are also shaped by institutional and environmental conditions. Structural barriers such as classroom location, workload demands, and external disruptions influence teachers' capacity to maintain punctuality and efficient transitions. These findings highlight the need for systemic interventions alongside individual behavioral improvements.

3.2.2 Increased Self-Awareness and Accountability

Teachers reported becoming more conscious of how they managed their time after participating in the Learning Action Cell sessions. Participants reflected that the intervention encouraged them to plan tasks more carefully, monitor routines more intentionally, and become more accountable for their professional responsibilities. Many teachers also reported adopting more deliberate strategies for scheduling and prioritizing tasks. The findings suggest that reflective professional development activities can strengthen teachers' sense of ownership and accountability regarding their work habits. Increased self-awareness encouraged participants to examine their routines critically and adopt more organized approaches to managing instructional and administrative responsibilities.

3.2.3 Positive Emotional and Motivational Effects of the Intervention

Teachers described the intervention as motivating, emotionally supportive, and encouraging. Participants valued the opportunity to share experiences, learn practical strategies, and engage in collaborative discussions with colleagues. Many teachers reported feeling more confident, inspired, and motivated after participating in the Learning Action Cell sessions.

These positive emotional responses contributed to teachers' willingness to reflect on and improve their time-management practices. The collaborative environment helped normalize shared challenges and reinforced the importance of peer support in promoting professional growth and behavioral improvement.

3.2.4 Adoption of New Time Management Strategies

Many teachers reported applying practical strategies introduced during the intervention, including preparing instructional materials ahead of time, prioritizing urgent responsibilities, and using schedules or planners to organize tasks. Participants noted that these approaches helped them become more organized and improved their ability to complete responsibilities efficiently. The findings indicate that the intervention successfully translated collaborative learning into practical workplace behaviors. Teachers' increased use of structured planning and prioritization strategies reflects a positive shift toward more intentional and organized professional practices.

3.2.5 Continuing Challenges Despite Improvements

Although improvements were evident, teachers acknowledged that challenges persisted due to sudden tasks, competing responsibilities, paperwork demands, and limited opportunities for reflection. Participants emphasized that balancing teaching duties with administrative responsibilities remained difficult despite their efforts to improve time management. The persistence of these concerns suggests that individual effort alone may not be sufficient to address deeply rooted structural and organizational issues. Sustainable improvements require continuous institutional support, manageable workloads, and systems that reinforce effective professional routines.

3.2.6 Need for Continued Support and Collaborative Structures

Teachers emphasized the importance of sustained collaboration, mentoring, administrative support, and continued Learning Action Cell sessions in maintaining positive time-management practices. Participants highlighted that sharing strategies and receiving peer support were essential for sustaining improvements and strengthening accountability. The findings demonstrate that collaborative professional structures contribute significantly to sustaining behavioral improvements. Ongoing mentoring, leadership support, and accessible systems encourage teachers to maintain effective routines and continue improving their professional practices.

3.3 Leadership Reflections and School Improvement Implications

3.3.1 Instructional Leadership and School Structures

The findings revealed that teachers' instructional effectiveness is influenced not only by individual initiative but also by the structures and conditions within the school environment. While the intervention increased awareness and encouraged more deliberate management of instructional time, challenges related to schedules, transitions, and routines continued to affect efficiency. These findings align with guidance emphasizing the role of school leadership in creating supportive learning environments (DepEd Order No. 10, s. 2024; DepEd Order No. 24, s. 2020). The study highlights the importance of aligning systems, schedules, and instructional routines with teaching goals to support productive use of instructional time and improve educational delivery.

3.3.2 Curriculum Leadership and Class Program Structuring

Teachers reported that managing multiple grade levels within a single day disrupted lesson preparation and instructional continuity. Frequent shifts in content and learner demands created instructional fragmentation and increased preparation challenges. The findings suggest that intentional scheduling adjustments, such as clustering grade levels within specific time blocks, may reduce instructional fragmentation and support more focused lesson preparation. These practices are consistent with DepEd Order No. 24, s. 2020 and RA 10533, which emphasize curriculum organization that supports purposeful learning and quality instruction.

3.3.3 Technology, Accountability, and Operational Leadership

Teachers expressed greater acceptance of accountability systems that were clear, consistent, and integrated into daily routines. Participants responded more positively to automated and transparent monitoring processes than to manually enforced systems. Digital monitoring tools also helped identify patterns related to attendance and classroom transitions. These findings support research indicating that technology-enhanced monitoring improves operational efficiency and leadership accountability (Nicolas & Santos, 2024; Caparoso & Paglinawan, 2024). The use of automated systems demonstrates how technology can strengthen accountability while maintaining supportive and constructive school environments aligned with DepEd Order No. 3, s. 2026 and DepEd Order No. 24, s. 2020.

3.3.4 Professional Learning and Collaborative Accountability

Learning Action Cell sessions emerged as valuable spaces for collaborative professional learning, reflection, and sharing of instructional strategies. Teachers reported that discussions grounded in real classroom experiences were motivating and empowering. These findings are supported by studies emphasizing the importance of collaborative leadership and professional learning communities in strengthening teacher efficacy and professional growth (Limon and Dilekçi, 2025;

Shen, Shi, and Zhang, 2026; Faner, 2025). The study reinforces the role of reflective and collaborative professional development in sustaining instructional improvement and shared accountability.

4. Conclusion and Recommendations

The study concluded that the short-cycle Time Management Learning Action Cell intervention contributed to improvements in teachers' punctuality, classroom transitions, preparation of instructional materials, and awareness of effective time-management practices at Basak National High School. Although the quantitative findings did not show a statistically significant difference between pre-test and post-test results, qualitative evidence revealed increased accountability, stronger professional routines, greater motivation, and adoption of practical strategies among teachers. The findings further emphasized that improving teachers' professional timeliness requires not only individual commitment but also sustained administrative support, collaborative professional development, effective monitoring systems, and supportive school structures that promote instructional efficiency and professional accountability.

The study recommends the continued implementation of Learning Action Cell sessions, coaching, mentoring, and collaborative reflection activities to strengthen teachers' time-management practices and sustain improvements in punctuality and instructional efficiency. It is also recommended that the school institutionalize supportive systems such as continuous monitoring of attendance and transitions, improved scheduling practices, synchronized school routines, visible classroom clocks, and ICT-supported monitoring mechanisms to reinforce accountability and operational consistency. Furthermore, the findings should be disseminated to school stakeholders for possible replication, policy support, and integration into long-term school improvement initiatives.

The study was limited by the relatively small number of teacher-participants and the short duration of the one-month intervention, which may have constrained the extent of measurable behavioral change in teachers' established professional routines. The research was also conducted within a single-school context at Basak National High School and focused specifically on teachers experiencing concerns related to punctuality, classroom transitions, and report submission practices. In addition, some structural and environmental factors affecting teachers' time management, such as workload demands, transportation difficulties, and classroom location, remained beyond the direct control of the intervention.

Compliance with ethical standards

The authors declare no conflict of interest. This study received no external funding and was conducted as part of a school-based action research initiative at Basak National High School. Participation was voluntary, informed consent was obtained from all participants, and data were collected using non-invasive methods such as surveys, monitoring records, coaching sessions, and focus group discussions while ensuring confidentiality through the protection of participants' identities and the reporting of aggregated results only.

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