

Time Management and Teamwork as Related to Coaches' Work Performance: Input to District-Wide Sports Training Program

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Abstract

This descriptive-correlation study sought to determine the extent of time management and teamwork related to coaches' work performance as the basis for a district-wide training and development program in the 4th District of the Province of Iloilo. Two hundred elementary teacher-coaches utilised a simple random sampling method using the Department of Education's standardised teacher evaluation form. However, a great extent of time management was revealed based on the determined variables but not significant. However, a meaningful or moderate and important relationship existed between the respondents' time management and work performance. Hence, a high and significant relationship between the work performance and performance of the respondents when working in teams.

Keywords: district-wide sports training program, time management, teamwork, teacher-coaches, work performance

I. INTRODUCTION

Koopmans et al. (2011) espoused that work performance challenges are a matter of concern for many organisations and fields like management, occupational health, organisational behaviour, and organisational psychology. Organisations are very concerned about continuous performance because, through implementation, organisations can grow and expand, which later reflects the economic growth of a nation. Today, employees' work performance remains a topic of choice among researchers. Past research revealed that many factors could influence employees' job performance: personal, organisational, and environmental factors. However, this study focused on two variables affecting employees' job performance: teamwork and time management.

Teams are an essential portion of numerous administrations and should be combined as part of the transfer of tertiary elements. Teams and teamwork encourage profound learning over communications, problem resolving, dialogue,

cooperation and collaboration. Fruitful partnership depends upon synergy among all team members, generating a situation or environment where they are all eager to contribute, partake, or participate in stimulating and cherishing a lively, actual team environment.

The optimistic effects of productive teamwork can strengthen whole teams and organisations, just as the undesirable result of a lack of collaboration can cripple an organisation. Cooperation suggests that individuals' effort in a cooperative environment concentrates on a common goal by sharing and distributing knowledge and skills and being flexible enough to serve several roles.

A few trends influenced employee jobs and the massive movement to introduce teams into the workplace. Recent studies show that employees working or performing within a group can produce more output than an individual. The shift from working/performing alone to working/performing on teams necessitates employees to cooperate, share information,

confront differences, and sublimate personal interests for the group's greater good. Also, time management can significantly affect performance and productivity in the workplace. According to Channar et al. (2015), organisations have to manage time efficiently to survive and succeed in the competitive world in today's increasingly hostile and fast-moving business environment. Proper management of time plays a vital role in motivating the employees and thus improving the organisation's performance. The innovation-based organisation with the effective use of time management lead to business growth, enhances organisational performance and helps in increasing employees' comfort level. Thus, in this premise, the researcher came up with the study.

II. STATEMENT OF THE PROBLEM

This study was carried out to determine the extent of time management and teamwork related to coaches' work performance as an input to the district-wide sports training program. Specifically, it sought to answer the following questions:

1. What extent of time management of the respondents when taken as a whole and grouped as to sex, age, marital status, educational attainment, length of teaching, and years of experience as a coach?
2. What is the teamwork performance of the respondents when taken as a whole and when grouped as to sex, age, marital status, educational attainment, length of teaching, and years of experience as a coach?
3. What is the work performance of the respondents when taken as a whole and when grouped as to sex, age, marital status, educational attainment, length of teaching, and years of experience as a coach?
4. Are there significant differences in the time management of the respondents when grouped as to sex, age, marital status, educational attainment, length of

teaching, and years of experience as a coach?

5. Are there significant differences in the teamwork performance of the respondents when grouped as to sex, age, marital status, educational attainment, length of teaching, and years of experience as a coach?
6. Are there significant differences in the work performance of the respondents when taken as a whole and when grouped as to sex, age, marital status, educational attainment, length of teaching, and years of experience as a coach?
7. Is there a significant relationship between the respondents' work performance and time management?
8. Is there a significant relationship between the respondents' work performance and teamwork performance?
9. What can district-wide sports training programs be proposed?

III. LITERATURE

Time and Effective Time Management

Time is an essential resource; it is irrecoverable, limited and dynamic. Irrecoverable because every minute spent is gone forever, limited because only 24 hours exist in a day and active because it is never static. According to North (2004), time management is the organisation of tasks or events by first estimating how much time a study will take to be completed, when it must be completed, and then adjusting events that would interfere with its completion.

Time management is a skill that many of us seem to learn through necessity. The problem with learning a skill through necessity is that bad habits creep in, and although the skill may be helpful in general, we do not use it to its full potential. Time management helps coaches cope with stress, conflicts and pressure more efficiently. It also helps them maintain a healthy work-life balance and keeps them motivated.

As a manager, salesperson, administrative assistant or executive, time is the most valuable asset. To effectively utilise time, prioritise tasks and activities, and eliminate unnecessary

elements. Time management training is one of the most effective tools to enhance a team's productivity. In the time management training, participants are provided with unique planning and management systems that help them have greater control over their time and performance. Kalu (2012) states that time is an immaterial resource, inelastic, scarce and erodes fast, and, once spent, cannot be won back, stored or recalled for use. Effective time management cannot be turned on or off when convenient. It is a set of skills and behaviours that become a pervasive part of one's professional and personal life.

The two significant components of time management are practice and purpose. The practice component refers to the activities for a few minutes done in a day. The purpose component refers to finding and knowing one's purpose in life. (When you manage your time, the minutes of your life, and it aligns with your purpose, you have a fantastic chain reaction. This alignment can enable you to accomplish your tasks more effectively, reach your goals more quickly, and give you a greater sense of peace).

According to Hisrich & Peters (2002), "time is a unique quantity an entrepreneur (manager) cannot store, rent, and buy it. Everything requires it, and it passes at the same rate for everyone. Time management involves investing time to determine what one wants out of his activities. Effective time management is a time investment to obtain optimal results from activities consuming a specific time quantity. Time management hinges on the principle that it is more important to do the right things than to do things right. The ability to choose between the important and the unimportant and be persistent in the correctly chosen sequence is the critical determinant of effectiveness in time management.

Claessens, Roe, and Rutte (2009), time management is a method for managers to increase work performance effectiveness. Time management is probably not as easy as imagined and expected to be. Hence, authors differ in the way in which they define time

management. Claessens et al. (2009) have defined time management as a type of behaviour that differentiates people who do things on time, stick to the deadline and spend little time on their activities. Furthermore, Claessens' group termed time management means different things to different people. According to Lakein (2013), time management refers to particular techniques such as 'to-do' lists or deliberately planning activities, or participating in training to learn how to master and use such a technique.

Moreover, Randall (2009) stressed time management as one process by which you can accomplish the tasks and goals which will enable you to be effective in your job and career. Chales (2007), cited in Frank (2014), who is one of the significant influences in time management, defines time as the 'occurrence of events one after another and defines management as the act of control. He claims that time management becomes the act of controlling events.

According to Macan (2004), time is research on how individuals perceive and think about time, including a psychophysical study that views time as a mental construct that compares the perception of time to "clock" time. Lewis & Weigert (2011); Marks (2007) views time as an agreed social construction, a convenience that cultures. Hirschman (2007) explained that time predicts what individuals might do, their motives in a certain way and their related behaviour.

According to Allen (2001), time management is defined as practices individuals follow to use their time better. It also refers to principles and systems that individuals use to make conscious decisions about the activities that occupy their time. Indeed Editorial Team (2020) explained the Covey Time Management Matrix as managing our actions to ensure they are accomplished within the available or allocated time, an unmanageable continuous resource.

Effective time management is the key to high-performance levels. According to Hurtley (2007), time management is defined as using your time to accomplish given tasks efficiently

and effectively using tools and skills to maximise your productivity. Effective time management affects employees' productivity and helps them cope with stress, conflicts, and pressure more efficiently. It also helps them maintain a healthy work-life balance and keeps them motivated. Time management training is one of the most effective tools to enhance a team's productivity. In the time management training, we provide participants with unique planning and management systems that help them have greater control over their time and performance. As a manager, salesperson, administrative assistant or executive, time is the most valuable asset. To effectively utilise time, prioritise tasks and activities, eliminate unnecessary elements, and manage the time management training. Adu-Oppong, Birikorang, Darko, and Aikins (2017) support that effective time management is a universal remedy to administrative effectiveness and not an excuse. Furthermore, effective time management will improve staff productivity and make the scheduling of jobs more manageable. Moreover, make staff perform tasks at their highest skill level, helping the team to prioritise and accomplish essential tasks, and record and guide the organisation towards achieving its set goals.

High performance in organisations is when an organisation is so excellent in so many areas that it consistently outperforms most of its competitors for extended periods. Performance can be seen as the consistent ability to produce results over a prolonged period and in various assignments. To improve organisation performance is through effective time management. The performance also determines the success and survival of every organisation. A manager's performance is measured by management economy, efficiency and effectiveness. Since the manager is a man provided with resources in the form of men, materials, and money to achieve stated organisational goals and objectives., The key to building high performance in an organisation is considering what and how it will get to the destination point.

Teamwork among Teachers

Glaze (2014) elaborated that the most incredible resource teachers have other teachers. Nevertheless, sadly, teamwork and collaboration are not commonly found in schools. Teachers have very challenging and stressful jobs, and part of what contributes to their level of challenge and stress is a teacher's tendency to isolate themselves. How many teachers close their doors and feel like they are all alone in fighting their overwhelming battle against ignorance and apathy and paperwork and standardised testing?

Gerlach (2002) explained that the changing landscape of public education had had a significant impact on the personnel who serve in our schools. Teacher shortages, increasing numbers of English language learners, and the rising enrolment of students with disabilities and other special needs are just some factors that make the need for a dynamic school team more necessary than ever. To be successful, teachers and para-educators must view themselves as teams and partners in the educational process.

A common thread across definitions of teams is that teamwork can be defined as a process among partners who share mutual goals and work together to achieve the goals. Teamwork allows people to discuss their work together and, as a result, to grow professionally. It requires effort and commitment, and a willingness to accept the challenges. Input from all team members needs to be solicited.

Team effectiveness can be achieved by sharing expectations, allowing the para-educator to participate in the planning process, appreciating each other's unique personality traits, respecting diversity, and demonstrating a positive attitude toward teamwork. Once a team works well together, the job is less stressful, more enjoyable, more rewarding for all team members, and more significant benefit to students.

If a team is to be effective, all members must have a clear understanding of an agreement on

the team goals. The elements of a goal include: (a) what is to be achieved; (b) a measure of accomplishment – how we will know when the outcome has been reached; and (c) the time factor – when we want to have the goal completed. The team's goals must be developed with input from all team members, and the roles and responsibilities of both teacher and para-educator in achieving the goals must be clearly defined. Several factors need to be considered in determining these roles and responsibilities. They include experience, training, comfort level, time constraints, and knowledge levels of individual team members. The teacher, other professional practitioners, and the para-educator determine what needs to be done, by whom, and when, clearly defining roles, responsibilities, and expectations.

Leadership is a critical factor for team success in achieving goals. The leader is always the teacher or another school professional designated as the para-educator supervisor. The supervisor's role is similar to that of a coach. It involves assessing the para-educators skills and helping the para-educator use them to the fullest. Para-educators contribute more effectively when they are "coached" and encouraged to optimise their strengths and resources. A supervisor provides direction and ideas, helps identify alternatives, raises questions, and supplies feedback. Understanding that role is through the

mentoring model (Gaylord, V., Wallace, T., Pickett, A. L., and Likins, M. (Eds.), 2002).

Work Performance

Sonnentag and Free (2002) discussed the behaviour aspect as what an individual does at work. For example, teaching computer skills in secondary school is a behaviour relevant to the school's goal. However, the consequence of teaching computer skills is well known as a result. The results can be excellent or poor, depending on how actions were undertaken. Therefore, Viswesvaran & Ones (2000) clearly defined work performance as scalable action, behaviour, and outcomes that employees engage in or bring about that is linked with and contribute to organisational goals. This action involves output's quantity and quality as what a person does or does not do on the work.

Indicators of Work Performance

Koopmans (2011) argued that indicators are the reflection of work performance. When they appear at the workplace, these are things that bring a sense of work performance and comprehend how individuals in the organisation perform the central job tasks. Therefore, Koopmans pointed out work performance indicators as work quality, job task completion, work quantity, work accuracy, planning, organising and controlling resources.

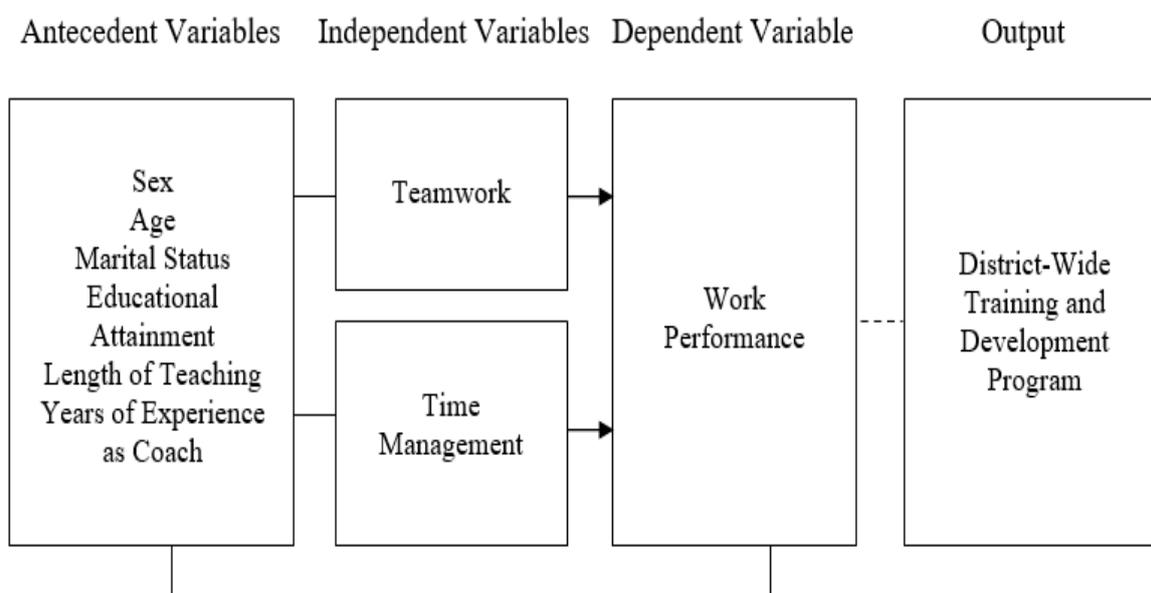


Figure 1: Conceptual Framework of the Study.

Figure 1 shows the antecedent variables such as sex, age, marital status, educational attainment, years of experience as a coach, and sports involvement. At the same time, the independent variables were teamwork and time management. Work performance was the dependent variable. The results served as the basis for developing a district-wide sports training program in the 4th District, Province of Iloilo.

IV. METHODOLOGY

Research Design

The descriptive-correlational method was used in this study. This study was designed to

determine which variables are related to each other in the population of interest. Sousa, Driessnack, and Mendes (2007) described the variable and the naturally occurring relationship between and among them.

Respondents and Sampling Plan

The respondents of this study are the two-hundred elementary teachers who serve as coaches in the District chosen using a simple random sampling technique. They were classified according to sex, age, marital status, length of teaching, and years of experience as a coach.

Table 1: Profile of the Respondents

Classification	N	%
Entire Group	200	100.00
Sex		
Male	130	65.00
Female	70	35.00
Age		
36 yrs old and above	93	46.50
31 to 35 yrs old	64	32.00
26 to 30 yrs old	32	16.00
25 yrs old and below	11	5.50
Marital Status		
Single	72	36.00
Married	128	64.00
Educational Attainment		
Doctorate Degree	4	2.00
MA with units in Doctorate	12	6.00
MA Degree	37	18.50
CAR	54	27.00
BS Degree with units in MA	93	46.50
Length of Teaching		
11 years and above	116	58.00
Below 11 years	84	42.00
Yrs of Experience as a Coach		
6 yrs and above	84	42.00
5 yrs and below	116	58.00

The respondents were 200 one hundred thirty (130), 65% were males, and seventy (70) or 35% were females. When categorised according to age, ninety-three (93) or 47% of the respondents are aged 36 years old and above, sixty-four (64), 32% are aged 31 to 35 years old, thirty-two (32) or 16% are aged 26 to 30 years old, and eleven (11) or 6% are aged 25 years old and below. When marital status was considered, seventy-two (72) 36% of the respondents were single, and one hundred twenty-eight (128) 64% were married.

Regarding educational attainment, four (4) 2% of the respondents earned a doctorate, twelve (12) 6% are MA with units in doctorate, thirty-seven (37) or 19% were MA degree holders, fifty-four (54) 28% are CAR, and ninety-three (93) 47% are BS Degree with units in MA. Concerning the length of teaching, one hundred sixteen (116) or 58% of the respondents have rendered 11 years, and above of service and

eighty-four (84), 42% have rendered service below 11 years. When the respondents were classified as years of experience as a coach, eighty-four (84), 42% had six years and above expertise and one hundred sixteen (116), 58 had five years and below experience.

Research Instrument

The teamwork questionnaire was researcher-made and validated. It was designed to measure the respondents' performance when working in teams, and the study used the validated teamwork questionnaire. It is composed of forty statements. Work performance was measured using the Individual Performance Commitment Rating Form by the Department of Education. Secondary data were utilised for work performance. The items indicate the degree of participation of the respondents with the following numerical weights, scales of means, descriptions and interpretation:

Weight	Mean Score	Description	Interpretation
3	2.34-3.00	Often	High
2	1.67-2.33	Sometimes	Average
1	1.00-1.66	Rarely	Low

The time management questionnaire was utilised to obtain data on the respondents' extent of time management. It is composed of fifteen items; the respondents were instructed to check

the number corresponding to the area of their agreement or disagreement with the items presented with the following numerical weights, scales of means, descriptions and interpretation:

Weight	Mean Score	Description	Interpretation
3	2.34-3.00	Always	High
2	1.67-2.33	Sometimes	Average
1	1.00-1.66	Never	Low

For the teachers' work performance, the rubric used by DepEd was utilised.

Mean Score	Interpretation
4.50-5.00	Outstanding
3.50-4.49	Very Satisfactory
2.50-3.49	Satisfactory
1.50-2.49	Fair

below 1.50 Poor

Data Gathering Procedure

Permission to conduct the study was sought from the District Supervisors and Principals in the 4th District of Iloilo.

The researcher provided orientation and direction to the respondents in answering the questionnaire checklist. The respondents were given enough time to answer the instrument. The researcher then retrieved and checked the accomplished instruments to ensure that all items were responded to appropriately. Upon retrieval of the accomplished questionnaires,

the data were tallied, computed, analysed, and interpreted using the Statistical Package for Social Science (SPSS) version 20.

Data Analysis

The SPSS or Statistical Package for Social Sciences software (SPSS version 20) analysed the data. The .05 alpha level of significance was used as the criterion for accepting or rejecting the null hypotheses. The data gathered for this study were subjected to the following statistical treatments, respectively.

V. RESULTS AND DISCUSSION

The Extent of Time Management of the Respondents When Taken as a Whole and When Grouped as Variables

Table 2: Mean result on the extent of time management of the respondents when taken as a whole and when grouped as variables

Classification	Mean	SD	Description
Entire Group	2.91	.13	High
Sex			
Male	2.92	.17	High
Female	2.89	.16	High
Age			
36 yrs old and above	2.91	.14	High
31 to 35 yrs old	2.90	.16	High
26 to 30 yrs old	2.92	.04	High
25 yrs old and below	2.91	.06	High
Marital Status			
Single	2.92	.12	High
Married	2.90	.14	High
Educational Attainment			
Doctorate Degree	2.89	.07	High
MA with units in doctorate	2.94	.05	High
MA Degree	2.92	.03	High
CAR	2.90	.13	High
BS Degree with units in MA	2.90	.16	High
Length of Teaching			
11 years and above	2.90	.15	High
Below 11 years	2.92	.11	High
Years of Experience as a Coach			

6 yrs and above	2.91	.11	High
5 yrs and below	2.90	.15	High

The results show that the respondents highly manage their time when taken as a whole and classified as variables.

Teamwork Performance of the Respondents When Taken as a Whole and when Grouped as Variables

Table 3: Mean result on the teamwork performance of the respondents when taken as a whole and when grouped as variables

Classification	Mean	SD	Description
Entire Group	2.93	.04	High
Sex			
Male	2.93	.03	High
Female	2.92	.05	High
Age			
36 yrs old and above	2.93	.05	High
31 to 35 yrs old	2.93	.03	High
26 to 30 yrs old	2.93	.04	High
25 yrs old and below	2.93	.03	High
Marital Status			
Single	2.93	.04	High
Married	2.93	.04	High
Educational Attainment			
Doctorate Degree	2.94	.04	High
MA with units in Doctorate	2.94	.02	High
MA Degree	2.93	.03	High
CAR	2.93	.04	High
BS Degree with units in MA	2.93	.04	High
Length of Teaching			
11 years and above	2.93	.03	High
Below 11 years	2.93	.04	High
Years of Experience as a Coach			
6 yrs and above	2.93	.04	High
5 yrs and below	2.93	.04	High

Results of the study showed that the respondents have a high teamwork performance

when taken as a whole and classified as variables.

Work Performance of the Respondents When Taken as a Whole and When Grouped as Variables

Table 4: Mean result on the work performance of the respondents when taken as a whole and when grouped as variables

Classification	Mean	SD	Description
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Entire Group	3.98	.44	Very Satisfactory
Sex			
Male	4.00	.40	Very Satisfactory
Female	3.92	.50	Very Satisfactory
Age			
36 yrs old and above	3.94	.45	Very Satisfactory
31 to 35 yrs old	4.00	.44	Very Satisfactory
26 to 30 yrs old	4.09	.24	Very Satisfactory
25 yrs old and below	3.75	.66	Very Satisfactory
Marital Status			
Single	4.03	.39	Very Satisfactory
Married	3.95	.47	Very Satisfactory
Educational Attainment			
Doctorate Degree	4.10	.31	Very Satisfactory
MA with units in Doctorate	4.14	.24	Very Satisfactory
MA Degree	3.97	.50	Very Satisfactory
CAR	4.02	.42	Very Satisfactory
BS Degree with units in MA	3.92	.45	Very Satisfactory
Length of Teaching			
11 years and above	3.98	.41	Very Satisfactory
Below 11 years	3.97	.47	Very Satisfactory
Years of Experience as a Coach			
6 yrs and above	3.98	.41	Very Satisfactory
5 yrs and below	3.98	.46	Very Satisfactory

Results revealed that the respondents have "taken as an entire group and classified as very satisfactory" work performance when variables.

The Difference in the Time Management of the Respondents when Grouped as to Sex, Marital Status, Length of Teaching, and Years of Experience as Coach

Table 5a: t-test result showing the difference in the time management of the respondents when grouped as to sex, marital status, length of teaching, and years of experience as a coach

Classification	Mean	df	t-value	Sig (2-tailed)
Sex				
Male	2.93	198	1.633 ^{ns}	.104
Female	2.92			
Marital Status				
Single	2.93	198	.703 ^{ns}	.483
Married	2.93			
Length of Teaching				
11 years and above	2.93	198	.841 ^{ns}	.402
Below 11 years	2.93			
Years of Experience as a Coach				

6 yrs and above	2.93	198	.283 ^{ns}	.777
5 yrs and below	2.93			

ns-not significant at .05 alpha level

The results revealed a not significant difference in the time management of the respondents when grouped as to sex ($t(198)=1.633$, $p(.104)>.050$), marital status ($t(198)=.703$,

$p(.483)>.05$), length of teaching ($t(198)=.841$, $p(.402)>.05$), and years of experience as coach ($t(198)=.283$, $p(.777)>.05$). Thus, no rejection of the null hypothesis was made.

The Difference in the Time Management of the Respondents When Grouped as to Age and Educational Attainment

Table 5b: ANOVA result showing the difference in the time management of the respondents when grouped as to age and educational attainment

Classification	Sum of Squares	df	Mean Square	F	Sig
Age					
Between Groups	.007	3	.002	.122 ^{ns}	.947
Within Groups	3.549	196	.018		
Total	3.556	199			
Educational Attainment					
Between Groups	.036	4	.009	.496 ^{ns}	.739
Within Groups	3.520	195	.018		
Total	3.556	199			

ns-not significant at .05 alpha level

The results revealed a not significant difference in the time management of the respondents when grouped as to age ($F(3,196)=.122$,

$p(.947)>.05$) and educational attainment ($F(3,196)=.496$, $p(.739)>.05$). Thus, no rejection of the null hypothesis was made.

The Difference in the Teamwork Performance of the Respondents When Grouped as to Sex, Marital Status, Length of Teaching, and Years of Experience as a Coach

Table 6a: t-test result showing the difference in the teamwork performance of the respondents when grouped as to sex, marital status, length of teaching, and years of experience as a coach

Classification	Mean	df	t-value	Sig (2-tailed)
Sex				
Male	2.93	198	1.633 ^{ns}	.104
Female	2.92			
Marital Status				
Single	2.93	198	.730 ^{ns}	.466
Married	2.93			
Length of Teaching				
11 years and above	2.93	198	.698 ^{ns}	.486
Below 11 years	2.93			
Yrs of Experience as a Coach				

6 yrs and above	2.93	198	.013 ^{ns}	.989
5 yrs and below	2.93			

ns-not significant at .05 alpha level

The results showed a not significant difference in the teamwork performance of the respondents when grouped as to sex ($t(198)=1.633$, $p(.104)>.05$), marital status ($t(198)=.730$, $p(.466)>.05$), length of teaching ($t(198)=.698$, $p(.486)>.05$), and years of experience as coach ($t(198)=.013$, $p(.789)>.05$). Thus, no rejection of the null hypothesis was made.

The Difference in the Teamwork Performance of the Respondents When Grouped as Age and Educational Attainment

Table 6b: ANOVA result showing the difference in the teamwork performance of the respondents when grouped as to age and educational attainment

Classification	Sum of Squares	df	Mean Square	F	Sig
Age					
Between Groups	.002	3	.001	.398 ^{ns}	.754
Within Groups	.320	196	.002		
Total	.322	199			
Educational Attainment					
Between Groups	.001	4	.000	.164 ^{ns}	.956
Within Groups	.321	195	.002		
Total	.322	199			

ns-not significant at .05 alpha level

The results revealed a not significant difference in the time management of the respondents when grouped as to age ($F(3,196)=.398$, $p(.754)>.05$) and educational attainment ($F(3,196)=.164$, $p(.956)>.05$). Thus, no rejection of the null hypothesis was made.

The Difference in the Work Performance of the Respondents when Grouped as to Sex, Marital Status, Length of Teaching, and Years of Experience as a Coach

Table 7a: t-test result showing the difference in the work performance of the respondents when grouped as to sex, marital status, length of teaching, and years of experience as a coach

Classification	Mean	df	t-value	Sig (2-tailed)
Sex				
Male	4.00	198	1.248 ^{ns}	.213
Female	3.92			
Marital Status				
Single	4.03	198	1.258 ^{ns}	.210
Married	3.95			
Length of Teaching				
11 years and above	3.97	198	.241 ^{ns}	.810
Below 11 years	3.98			
Yrs of Experience as a Coach				

6 yrs and above	3.98	198	.004 ^{ns}	.997
5 yrs and below	3.98			

ns-not significant at .05 alpha level

The results showed a not significant difference in the teamwork performance of the respondents when grouped as to sex ($t(198)=1.248$, $p(.213)>.05$), marital status ($t(198)=1.258$, $p(.210)>.05$), length of teaching

($t(198)=.241$, $p(.810)>.05$), and years of experience as coach ($t(198)=.004$, $p(.997)>.05$). Thus, no rejection of the null hypothesis was made.

The Difference in the Work Performance of the Respondents When Grouped as to Age and Educational Attainment

Table 7b: ANOVA result showing the difference in the level of work performance of the respondents when grouped as to age and educational attainment

Classification	Sum of Squares	df	Mean Square	F	Sig
Age					
Between Groups	1.109	3	.370	1.921 ^{ns}	.127
Within Groups	37.718	196	.192		
Total	38.828	199			
Educational Attainment					
Between Groups	.747	4	.187	.957 ^{ns}	.432
Within Groups	3.080	195	.195		
Total	38.828	199			

ns-not significant at .05 alpha level

The results revealed a not significant difference in the time management of the respondents when grouped as to age ($F(3,196)=1.921$,

$p(.127)>.05$) and educational attainment ($F(3,196)=.957$, $p(.432)>.05$). Thus, no rejection of the null hypothesis was made.

Relationship between Time Management and Work Performance

Table 8: Pearson's *r* result showing the relationship between time management and work performance

Variable	r	Sig 2 (tailed)	Interpretation
Time Management			Significant
Vs Work Performance	.582	.039*	Marked or Moderate Relationship

The results reveal that a marked or moderate ($r=.582$) and significant ($p=.039$) relationship exist between the respondents' time

management and work performance. Thus, no rejection of the null hypothesis was made.

Relationship between Work Performance and Teamwork Performance

Table 9: Pearson's *r* result showing the relationship between working performance and teamwork performance

Variable	r	Sig 2 (tailed)	Interpretation
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Working Performance			
vs	.880	.011*	Significant
Work Performance Working in Teams			High Relationship

The results reveal that a high ($r=.880$) and significant ($p=.011$) relationship exists between the respondents' work performance and teamwork performance. Thus, no rejection of the null hypothesis was made.

VI. CONCLUSIONS

Given the findings of the study, the following conclusions are made:

1. High extent of time management is noted regardless of sex, age, marital status, educational attainment, length of teaching, and years of experience as a coach. This conclusion implies that coaches in elementary schools have an equal extent of time management regardless of their profile.
2. The respondents have high performance when working in teams.
3. The respondents perform their work very satisfactorily.
4. The extent of time management of the respondents, when classified as to sex, age, marital status, educational attainment, length of teaching, and years of experience as a coach, do not differ significantly.
5. The respondents' performance when working in teams is the same when grouped as variables.
6. The work performance of the respondents is the same regardless of their profile.
7. The marked or moderate and highly significant relationship of time management to work performance implies that this variable affects the work performance of the respondents.
8. Teamwork affects the work performance of the respondents.

VII. RECOMMENDATIONS

With the given findings and conclusions, the following recommendations are formulated:

1. Coaches should maintain or further improve their skills in organising athletes' work to achieve better results in competitions.
2. Coaches should also maintain their performance when working in teams.
3. They should further enhance their school work performance to become outstanding.
4. Administrators should allocate funds for the continuous training and development of coaches to increase work effectiveness and productivity.
5. It is recommended that further studies along this line be conducted to validate the results.

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