

School Operational Efficiency: A Study of Time Management, Conflict Resolution Skills and ICT Integration of Teachers

Wilma M. Castillo¹, Ma. Quincy D. Dones²

¹²La Carlota City College, La Carlota City, Negros Occidental, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100800825>

Received: 30 August 2026; Accepted: 8 September 2026; Published: 8 September 2026

ABSTRACT

This study explored how teachers' time management, conflict resolution skills, and technology integration shaped school operational efficiency in selected five public elementary schools Negros Occidental during School Year 2025–2026. Grounded on Goal-Setting Theory, the Thomas-Kilmann Conflict Mode Theory, and the Technology Acceptance Model, the research focused on understanding how these competencies influenced efficiency across the dimensions of access, equity, quality, resiliency, and well-being. A descriptive-correlational design was used, with data gathered through a researcher-developed survey questionnaire administered to public elementary school teachers. The responses were analyzed using descriptive statistics and correlational methods to identify patterns and relationships. Findings showed that teachers generally exhibited very high level of skills in managing their time, resolving conflicts, and integrating ICT into their work. School operational efficiency was likewise rated high, suggesting that schools were able to deliver services effectively despite contextual challenges. Statistical analysis confirmed significant positive correlations of time management, conflict resolution skills and ICT integration of teachers to school operational efficiency in terms of access, equity, quality, resiliency and well-being. The study concluded that strengthening these competencies among teachers contributed to more effective and sustainable school operations, equitable resource distribution, and resilience in times of disruption. It recommended continuous professional development programs that emphasize time management strategies, conflict resolution training, and digital literacy enhancement. The findings offered valuable insights for DepEd policymakers, school administrators, and teachers in building a more inclusive, productive, and resilient educational environment.

Keywords: Time Management · Conflict Resolution · ICT Integration · School Operational Efficiency · Public Elementary Teachers · DepEd · Educational Management

INTRODUCTION

In recent years, the educational landscape had undergone significant changes, particularly in the roles of teachers and the competencies they needed to demonstrate in order to improve school operational efficiency while maximizing the use of available resources. Among these competencies, time management, conflict resolution skills, and technology integration had been recognized as crucial factors that influenced the effective functioning of schools. Time management referred to teachers' ability to allocate and utilize their time efficiently for both instructional and administrative tasks, involving organization, prioritization, and planning to enhance productivity and teaching effectiveness. Conflict resolution encompassed the strategies teachers employed to manage and resolve interpersonal disputes in school settings, such as active listening, empathy, and negotiation, which fostered a positive school culture. ICT integration of teachers, on the other hand, involved the use of digital tools and information systems to support curricular goals and improve the learning environment. In the Philippine context, School-Based Management (SBM) had been promoted to decentralize decision-making and strengthen school responsiveness, yet limited research had focused on how these teacher competencies directly affected operational efficiency. This gap underscored the need for empirical studies that provided localized insights to inform policy and practice.

This study aimed to investigate the relationship of teachers' time management, conflict resolution skills, and technology integration with school operational efficiency in selected public elementary schools in Negros

Occidental during School Year 2025–2026. Specifically, it sought to determine the levels of these variables, and its relationship to operational efficiency in terms of access, equity, quality, resiliency, and well-being.

The significance of this study extended to multiple stakeholders. For the Department of Education, the findings provided baseline data for policy development, teacher training, and technology integration initiatives. For school administrators, the results offered evidence to guide decision-making and resource allocation. Teachers benefited by gaining insights into strategies that enhanced productivity, reduced stress, and supported professional growth. Parents experienced improved school operations that translated into better student outcomes and satisfaction. For the researcher, the study enriched knowledge in educational management and contributed evidence-based recommendations for practice. Finally, future researchers could use the findings as a foundation for further investigations, thereby advancing scholarship in school effectiveness and organizational performance.

LITERATURE REVIEW

Time management had consistently emerged as a vital competency for teachers in ensuring instructional effectiveness and organizational efficiency. Studies such as those of Degino et al. (2026) and Khan et al. (2021) showed that strategies like task prioritization, lesson planning, and delegation directly improved teachers' productivity and classroom routines. Olivo (2021) and Ramos (2019) noted that while effective time management reduced stress and enhanced satisfaction, its impact on performance ratings was sometimes moderated by contextual factors such as administrative support. Kadir et al. (2020) emphasized that professional development programs strengthened teachers' time management skills, which in turn improved lesson preparation, assessment practices, and feedback delivery. Collectively, these findings suggested that time management was not only a personal skill but also a systemic factor that contributed to school operational efficiency.

Conflict resolution skills had likewise been recognized as essential in fostering positive school climates and sustaining collaboration. AllWin (2024) highlighted the role of active listening, empathy, and self-regulation in reducing tensions, while Mantog et al. (2024) demonstrated that leadership grounded in respect and open communication enhanced morale and academic success. Perla (2023) and Kanyip & Eze (2023) found that cooperative approaches and institutionalized conflict resolution training reduced workplace disruptions and improved student outcomes. Pangilinan & Cerado (2025) confirmed that effective conflict management frameworks reinforced teacher collaboration and strengthened organizational cohesion. These studies collectively underscored that constructive conflict resolution supported operational efficiency by minimizing disruptions and promoting teamwork.

ICT integration had been increasingly linked to both instructional quality and administrative effectiveness. Camarillo (2024) revealed that teachers with higher digital competence created more interactive learning environments, while Timotheou et al. (2023) and Coban, Bolat, & Goksu (2022) showed that technology facilitated active learning and improved outcomes when paired with appropriate pedagogy. Brooks & McCormack (2022) noted that augmented reality and multimedia tools enhanced engagement, though UNESCO (2023) reported that many teachers still felt underprepared to integrate digital technologies effectively. Liu et al. (2025) and König et al. (2024) emphasized that ICT streamlined administrative processes and improved instructional delivery, while Amemasor et al. (2025) highlighted the importance of continuous training to build confidence and competence. These findings suggested that ICT integration was a cornerstone of resilient and adaptive school operations.

School operational efficiency had been framed within DepEd's MATATAG Agenda and BEDP 2030, emphasizing access, equity, quality, resiliency, and well-being. UNESCO (2023) and Javornik & Klemenčič Mirazchiyski (2023) stressed that inclusive policies and equitable resource distribution improved participation and outcomes. Benoliel & Chen Schechter (2024) and Fu et al. (2023) highlighted resiliency and supportive organizational conditions as key to sustaining effectiveness during crises, while Mat Shoib, Talip, & Sukor (2026) linked leadership practices to sustainable improvement and adaptability. These studies collectively demonstrated that operational efficiency was multidimensional, requiring both teacher competencies and systemic support.

Overall, the reviewed literature established that time management, conflict resolution, and ICT integration were interconnected competencies that significantly influenced school operational efficiency. Strengthening these areas not only enhanced instructional quality and collaboration but also supported equitable, resilient, and well-functioning educational institutions.

METHODOLOGY

This study utilized a descriptive -correlational research design to examine the level of time management, conflict resolution skills and ICT integration of teachers and their relationship with school operational efficiency in terms of access, equity, quality, and resiliency and well-being.

Participants and Sampling. The participants of this study were all public-school elementary teachers from five schools in a certain district in Negros Occidental during the school year 2025-2026. The whole population was 114 teachers. Since the total number of the teachers was manageable, all of them were participants and respondents of the study. No sampling technique was employed. Their demographic information included age, sex and length of service were gathered and analyzed to provide insights into how these characteristics may relate to their professional skills such as time management, conflict resolution skills and ICT integration of teachers and the school operational efficiency.

Instrumentation. A 65-item researcher-made questionnaire duly validated by experts served as the primary instrument consisted 15 items on level of time management, 15 items on level of conflict resolution skills. 15 items on level of for ICT integration of teachers. Moreover, 20 items on the level of school proficiency, of which 5-item scale each in terms of access, equity, quality, resiliency and well-being, respectively. The survey questionnaire was scored using four-point Likert scale.

The instrument underwent rigorous psychometric testing:

- **Content Validity:** Since the survey questionnaire was research-made, it was necessary to establish its validity and reliability prior to the actual administration. To ensure validity, the instrument was evaluated by the experts in educational management and leadership. All statements were subjected to face and content validity utilizing research instrument validation Scale developed by Lawshe. A total of five (5) jury of experts validated the statements in the survey questionnaire. Three members of the jury were full-pledged PhD, consisted of a public schools district supervisors and elementary school principals and two were full-fledged master's degree holder, consisted of an education program supervisor and an elementary school principal. All of the five expert evaluators rated each of the statement in the research instrument as essential. The obtained validity was 1.00 confirming that the instrument was valid.
- **Reliability:** Reliability was used by measuring the instruments for internal consistency and stability over time. Cronbach's alpha, a widely accepted statistical method for determining the reliability in educational research was employed to measure the internal consistency of the survey and test items. A coefficient of 0.70 or higher was considered acceptable in recent literature (e.g, Patel,2023; Awang, Yusop & Danace, 2025), indicating that the statements consistently measured the intended results. Prior to full implementation, a pilot test was conducted with 30 teachers outside the study population with similar characteristics to the actual respondents of the study to verify reliability. The results yielded a Cronbach's Alpha of 0.912 in time management; 0.933 in conflict resolution skills and 0.899 in ICT integration. These results meant that the statements were highly consistent and dependable in all given dimensions. The Cronbach's Alpha results in school operational efficiency in terms of access, equity, quality and resiliency and well-being were 0.776; 0.889; 0.811; and 0.875, respectively. These results had shown that the research instrument was highly consistent and reliable.

Data Analysis Quantitative data were processed using the following statistical treatments:

Weighted Mean and Standard Deviation: To determine the level of time management, conflict resolution skills and ICT integration of teachers

Spearman's rho correlation coefficient to determine levels of competencies and relationships among variables at a 0.05 level of significance.

RESULTS

- Findings revealed that teachers demonstrated very high levels on:
 - Time Management ($M = 3.69$, $SD = 0.22$)
 - Conflict Resolution Skills ($M = 3.67$, $SD = 0.26$)
 - ICT Integration ($M = 3.65$, $SD = 0.29$)
 - School operational efficiency was also rated very high ($M = 3.70$, $SD = 0.21$), with equity obtaining the highest rating, followed by quality, access, and resiliency/well-being.
 - Correlational Analysis:
 - Time Management $\rightarrow$ Operational Efficiency ($r = .500$, $p < .001$)
 - Conflict Resolution Skills $\rightarrow$ Operational Efficiency ($r = .503$, $p < .001$)
 - ICT Integration $\rightarrow$ Operational Efficiency ($r = .407$, $p < .001$)
 - There was a significant relationship among time management, conflict resolution skills and ICT integration of teachers to school operational efficiency.

DISCUSSION

The results showed the overall mean score 3.69 with a standard deviation of 0.22 indicated a very high level of time management practices among the teacher-respondents. The findings of very high level of time management practices among the teacher-respondents revealed that teachers generally demonstrated effective skills in planning, organizing, and managing their time to accomplish their professional responsibilities. The relatively low standard deviation further indicated consistency in the responses, implying that most teachers shared similar perceptions regarding their time management capabilities.

The findings of the present study were connected to the findings of Olivo (2021), who found that public elementary school teachers exhibited effective time management practices, particularly in lesson preparation, classroom instruction, and completion of professional tasks. The study revealed that teachers were able to organize their workload efficiently and allocate sufficient time to instructional activities, resulting in satisfactory teaching performance. Similar to the present study, teachers demonstrated strengths in planning, prioritizing tasks, and accomplishing responsibilities within prescribed timelines. Moreover, it was similar to the findings of Kadir et al. (2020) reported that teachers who effectively managed their time tend to demonstrate higher levels of productivity work performance. Their study found that time management competencies such as goal setting, scheduling, prioritization, and task organization positively influenced teacher effectiveness. The researchers emphasized that teachers who are capable of allocating their time appropriately were more likely to accomplish educational objectives efficiently. The findings of the current study may be utilized to address the gaps in educational systems in terms of time management of teachers in public elementary schools

The findings of the present study were strongly supported by recent literature indicating that teachers generally possessed very high levels of conflict resolution skills, particularly in communication, active listening, collaborative problem-solving, and relationship management. Studies conducted by Vinokur et al. (2024), Abdullah et al. (2025), Tagarda (2024), Farooqi et al. (2023), and Gxhaweni and Plaatjies (2023) consistently demonstrated that effective conflict resolution contributes to improved workplace relationships, stronger collaboration, and enhanced organizational effectiveness.

However, contrary studies by Tetteh and Tetteh (2023), Zurlo et al. (2020), and Kanyip and Ezech (2023) suggested that challenges remained in managing complex conflicts, resolving issues promptly, and involving stakeholders in the conflict resolution process. These findings supported the present study's observation that

although teachers demonstrated very high conflict resolution competencies overall, there remained a need for continuous professional development and conflict management training to further strengthen these skills and promote a more harmonious and productive school environment

The results ($M = 3.67$, $SD = 0.26$) showed the very high level of conflict resolution skills among the respondents suggested that teachers generally possessed interpersonal and communication skills necessary to manage disagreements, address workplace issues, and maintain positive professional relationships within the school environment. The relatively low standard deviation further indicated that the respondents shared similar perceptions regarding their ability to resolve conflicts effectively.

The results revealed an overall mean score ($M=3.6$, $SD= 0.29$) which was interpreted as very high level of ICT integration of teachers. This finding indicated that teachers generally possessed adequate knowledge, skills, and confidence in utilizing technology to support instructional, administrative, and collaborative responsibilities. The result further suggested that technology has become an important component of teachers' daily professional practices and contributes positively to school operations.

The findings of the present study were strongly supported by recent literature indicating that teachers generally demonstrated a high level of ICT integration skills. Studies conducted by Camarillo (2024), König et al. (2024), Amemasor et al. (2025), Yang et al. (2025), Liu et al. (2025), and Pambudi et al. (2024) consistently revealed that technology integration enhanced instructional effectiveness, communication, productivity, and organizational performance. These studies validated the present finding that teachers recognized technology as an essential tool for improving work quality and efficiency

The overall rating ($M=3.70$, $SD = 0.21$) showed very high level of school operational efficiency. It demonstrated that the school effectively fulfilled its mission of providing accessible, equitable, and quality education while maintaining resilience in addressing emerging challenges. Equity emerged as the strongest dimension, reflected the school's commitment to fairness and inclusion. However, the moderate rating on teacher stress management and work-life balance suggested a need for enhanced wellness programs and support mechanisms. Strengthening teacher well-being initiatives may further improve operational efficiency and contribute to the long-term sustainability of educational excellence.

The results revealed a correlation coefficient of $r = 0.500$ and a p-value of less than 0.001, which indicated a moderate positive correlation that was statistically significant. Since the p-value is lower than the 0.05 level of significance. It revealed that a significant relationship existed between teachers' time management skills and school operational efficiency.

The results revealed a correlation coefficient of $r = 0.503$ and a p-value of less than 0.001, indicated a moderate positive and statistically significant relationship between the two variables. Since the p-value was lower than the 0.05 level of significance. It confirmed that conflict resolution skills had a significant relationship with school operational efficiency.

The results revealed a correlation coefficient of $r = 0.407$ and a p-value of less than 0.001, indicating a moderate positive and statistically significant relationship between the two variables. Since the computed p-value was lower than the 0.05 level of significance, the findings revealed that ICT integration was significantly and positively related to school operational efficiency.

CONCLUSION

The study concluded that teachers possessed very high levels of time management skills, which enabled them to fulfill professional responsibilities effectively and contributed positively to school operations. They also demonstrated very high conflict resolution skills, characterized by active listening, open communication, and collaborative problem-solving, which fostered organizational harmony and a supportive work environment. Teachers exhibited very high levels of ICT integration, recognizing technology as an essential tool for improving productivity, communication, and instructional effectiveness, although continuous training and technological support remained necessary. Schools likewise achieved very high levels of operational efficiency, particularly

in promoting equity, quality education, and accessibility, though teacher well-being and stress management required greater institutional support. Statistical analysis confirmed that time management significantly influenced operational efficiency by increasing productivity and workflow, while conflict resolution emerged as the strongest correlate, underscoring the importance of positive workplace relationships. Technology integration also significantly enhanced operational efficiency by streamlining communication, reducing administrative burdens, and supporting innovation in school operations. Overall, the findings highlighted that strengthening these teacher competencies was critical to sustaining effective and resilient educational organizations.

RECOMMENDATIONS

1. Based on the findings and conclusions presented, the following recommendations were suggested:
2. The Schools Division Superintendent may prioritize the development of division-wide programs that strengthen teachers' competencies in time management, conflict resolution, and ICT integration. Since conflict resolution emerged as the strongest factor associated with school operational efficiency, efforts should be directed toward cultivating a culture of collaboration, open communication, and harmonious working relationships across schools. Additionally, the Superintendent may advocate for stronger teacher wellness initiatives, recognizing that teacher stress management and work-life balance were identified as areas needing improvement.
3. Education Program Supervisors may provide continuous technical assistance and mentoring to school heads and teachers in implementing effective management and instructional practices. They may also initiate capacity-building activities focused on communication skills, conflict management, technological innovations, and productivity enhancement. Through regular monitoring and coaching, supervisors can help ensure that schools translate these competencies into improved operational efficiency and learner outcomes.
4. Public Schools District Supervisors may strengthen school support mechanisms by facilitating district-level learning sessions, best-practice sharing, and collaborative problem-solving activities among schools. They may likewise encourage school leaders to establish healthy work environments where teachers feel supported, valued, and empowered to manage their responsibilities effectively. Such efforts may contribute to improved teacher performance and greater organizational effectiveness.
5. School Heads may continue fostering a positive and supportive school climate by providing opportunities for professional growth, promoting teamwork, and encouraging collaborative decision-making. They may also implement school-based wellness programs that address teacher stress, workload concerns, and work-life balance. Furthermore, school heads may ensure the availability of technological resources and encourage teachers to maximize the use of ICT in instruction and administrative functions. Through these initiatives, school operational efficiency may be further strengthened.
6. Teachers are encouraged to sustain and further enhance their time management practices by prioritizing tasks, setting realistic goals, and utilizing technology to improve efficiency. They are likewise encouraged to continuously develop their conflict resolution skills by practicing active listening, empathy, and constructive communication. Since technology integration was found to be significantly related to operational efficiency, teachers should remain open to learning emerging digital tools that can enrich teaching, improve communication, and reduce administrative burdens. Additionally, teachers may prioritize self-care and wellness to maintain productivity and overall well-being.
7. Parents may strengthen their partnership with schools by actively supporting programs and initiatives that promote learner success and school improvement. They may encourage their children to develop good time management habits, responsible technology use, and positive interpersonal skills. By maintaining open communication with teachers and school officials, parents can contribute to creating a supportive educational environment that enhances both learner development and school effectiveness.

8. Learners are encouraged to develop responsible study habits, manage their time wisely, and maximize available learning opportunities. They may practice respectful communication, cooperation, and conflict resolution skills when interacting with peers and teachers. Likewise, learners may use technology responsibly as a tool for learning, innovation, and academic growth. By becoming active partners in the educational process, learners may help promote a positive and productive school environment.
9. Future researchers may replicate this study in different educational settings and with larger populations to validate and strengthen the current findings. They may also explore additional variables that could influence school operational efficiency, such as leadership practices, organizational culture, teacher motivation, job satisfaction, employee engagement, and stakeholder participation. Furthermore, future studies may develop and assess intervention programs focused on enhancing time management, conflict resolution, and ICT integration competencies to determine their long-term impact on school performance.

ACKNOWLEDGMENT

The researcher expressed her heartfelt gratitude and sincerest appreciation to everyone who contributed to the successful completion of this study.

Above all, the researcher offered her utmost and highest praise to the Almighty God, for His endless love, wisdom, strength, and abundant blessings throughout this academic journey. His divine guidance provided her the courage and perseverance to overcome challenges and successfully completed this endeavor.

She gave her words of gratefulness to her researcher adviser and statistician, Ma. Quincy D. Dones, PhD for her guidance, expertise, patience, and unwavering support. A special message of gratitude was heartily given to Maylin M. Tongcua, PhD, for the opportunity, inspiration she generously gave the researcher to pursue and complete her Master's degree.

She sincerely appreciated Neri Anne M. Alibuyog, EdD, JD, CESO V, Schools Division Superintendent of Bago City, for the inspiration, support and encouragement to the researcher continually strived for professional growth and quality service.

She expressed her gratitude to the five members of the jury who served as validators namely Ma. Corazon B. Espartero PhD, Marivic D. Dormido PhD, Cyril S. Valencia PhD, Ronilo E. Cadigal, Jr and Analyn D. Jocson to the researcher-made survey questionnaire. To the members of the Panel of Oral Examinations, the researcher profoundly expressed her words of gratitude for the insights and guidance for the completion of this study.

The researcher deeply expressed her sincerest gratitude to her husband, Leonel M. Castillo, the unwavering love, patience, understanding, and constant encouragement. Their sacrifices, support, and belief in her capabilities inspired her to pursue and accomplish this undertaking despite the many demands and responsibilities of life. To her beloved children, Jewel Blessy and Gemnelle Grandeur, she appreciated their understanding, and patience during the times when she had to devote long hours to research and academic work and spent lesser time with them at some instances. To the loving parents and siblings of the researcher, she was forever grateful for their guidance values, prayers, and unconditional support. Their encouragement and belief in the importance of education have been the foundation of her personal and professional growth.

To the education program supervisors, public schools district supervisors and fellow school heads of the researcher, their collaborative spirit and shared commitment to educational improvement have been a source of inspiration and learning.

To the 114 teacher-respondents, special thanks were extended for your willingness to participate in this study. Their honest responses, cooperation, and invaluable contributions made this research possible. Without their support, the completion of this study would not have been achieved.

To the professors, colleagues, relatives, and friends who, in one way or another, who contributed directly or indirectly to the completion of this study, the researcher extended her profound thanks and appreciation. May God bless you abundantly for your kindness, generosity, and unwavering support.

To RSIS International (IJRISS): For providing a global platform to disseminate findings that contributed to the advancement of the Revised K–10 Curriculum and the broader mathematics education community.

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