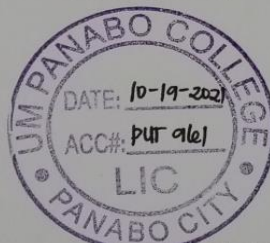


**IMPACT OF SOCIAL MEDIA AND TIME MANAGEMENT AMONG BEED  
STUDENTS OF UM PANABO COLLEGE**

**A Thesis**  
Presented to  
Faculty of UM Panabo College  
Panabo

In partial fulfillment of the  
Requirement for the Course  
Elementary Education Research 2  
(EED RES 2)



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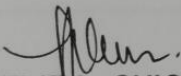
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


June 2021

**ACCEPTANCE SHEET**

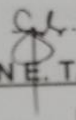
This thesis entitled "IMPACT OF SOCIAL MEDIA AND TIME MANAGEMENT AMONG BEED STUDENTS" prepared and submitted by CRESEBEL B. GUTANG, MONNAH MARIE C. NAZARENO, MAY ANN A. BUENACOSA in compliance with the requirements in the Educational Research 1 subject under the Department of Teachers Education UM Panabo College, Panabo City is hereby accepted.

  
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This thesis entitled **IMPACT OF SOCIAL MEDIA AND TIME MANAGEMENT AMONG BEED STUDENTS OF UM PANABO COLLEGE** prepared and submitted by **CRESEBEL B. GUTANG, MONNAH MARIE C. NAZARENO, MAY ANN A. BUENACOSA** in partial fulfillment of the requirements for the course Educational Research EdRes 1, has been examined, approved and accepted and is hereby endorsed.

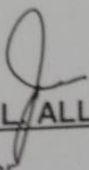
  
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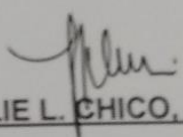
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**PANEL OF EXAMINES**

**Accepted and Approved**, after examination during the final defense as per requirements of EdRes 1 (Educational Research).

Favourably endorsed for approval to Dr. Liezel V. Chan, Dean of College of UM Panabo College, Panabo City.

  
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## ABSTRACT

This study aimed to determine the relationship between the impact of social media and time management among BEED students of UM Panabo College. Twenty-eight 2<sup>nd</sup> year BEED students of UM Panabo College were chosen as respondents through universal sampling. Standardized survey questionnaires were utilized in gathering the data. A descriptive non-experimental correlation design was employed in this study. Using the quantitative method, results revealed that there is no significant relationship between Impact of Social Media and Time Management among BEED students of UM Panabo College. In Facebook, Twitter and Student Communication and Time Management in terms of: Timewasters, other people priorities, being organized and delegation. Among the domains in Impact of Social Media and Time Management, have better results to the respondents.

**Keywords:** *impact of social media and time management.*

## ACKNOWLEDGEMENT

This study would not be in existence without the help and support of several people who generously spent their time and made sacrifice and patience to assist the researchers.

To the **Almighty Father**, for showering His blessings, wisdom and strength to the researchers to finish this study;

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To the school principals, for their approval and cooperation during the conduct of the study;

Above all, to the respondent teachers, for sharing their valuable time in participating in the conduct of this study.

**THE RESEARCHERS**

## **DEDICATION**

*Every challenging work needs self-efforts as well as guidance of especially to those who were very close to my heart. My humble effort I dedicate to my sweet and loving Father, Mother and my daughter whose affection, love, encouragement and prays of day and night make me able to get such success and honor, along with all hard working and respected teacher.*

**- Cresebel**

*I would like to dedicate this study first to Almighty God who gave me strength, knowledge, and wisdom. To my family who always been there for me and support me financially, to give some advices and have words of wisdom. I would also thank our teachers, my fellow classmates and group mates in this study. I thank all of you.*

**-Monnah**

*First and foremost I thank God for letting me part of this journey and his endless blessings and strength to make this piece of work possible, to my family for their continuous support most especially in financial support and lastly to my teachers, friends and classmates who genuinely shared their thoughts of encouragement and suggestions.*

**-May Ann**

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### **Background of the Study**

Struggling the time management can affect the perception of students and the capacity to do their tasks. In point of view, many of students have not taken balance their time because of other priorities and not being organized. In addition, college students who believed they had control over their time did better in class, experienced less stress, and felt less overburdened. Many people believe that the amount of time they have to devote to specific personal and professional duties is restricted, or that the demands on that time exceed what they have. They may also face a variety of perceive roadblocks to making most of their limited time.

Furthermore, most students in ASEAN countries worry about not having enough time for homework, projects, reading or writing assignments, exams, etc. On the other hand, Japanese students who spent the entire night on their phones did poorly in school. As a result, ineffective time management techniques, such as faulty time allocation, will result in poor academic results. (Tracy, 2020)

Time is a scarce resource, according to Rufino Rios from Cebu Philippines. While there may appear to be plenty, time is continually ticking away at us. Nobody is impervious to time. Being prepared with things to do at any moment is an excellent way to live. It requires putting one's time to good use. The truth is that there is sufficient time for everything. The difficulty is that

people don't always recognize the right thing to do at the right time, so everything gets grouped and put off until later. It manifests as time pressure, which most individuals claim drives them insane. (Rios, 2016).

In Davao City, people are very aware of their time above all the scholars, and employees because they do not want to become late. They come to school and offices as early as possible; for example, if class starts at 8 a.m., kids will arrive one hour early due to traffic, which is a significant issue for some Davao commuters.(Torres, 2015).

Various studies have been conducting relating to impact of social media and time management on students. No study has been found concerning the effect of social media and time management in Panabo City. Thus, in this regard, the researchers are empowered and ardently pursue the study to ascertain the relationship between the impact of social media and the student's time management.

### **Statement of the Problem**

This study aimed to identify the impact of social media and time management among BEED Students of UM Panabo College. This study sought answer to the following questions:

1. What is the level of impact of social media in terms of;
  - 1.1 Facebook;
  - 1.2 Twitter; and
  - 1.3 Student Communication?
2. What is the level of time management in terms of:
  - 1.1 Timewasters;

- 1.2 Other people's priorities;
  - 1.3 Being organized; and
  - 1.4 Delegation?
3. Is there a significant relationship between the impact of social media and time management of students?

### **Research Hypothesis**

There is no significant relationship between social media and time management of the second-year BEED students of UM Panabo College at 0.05 level of significance.

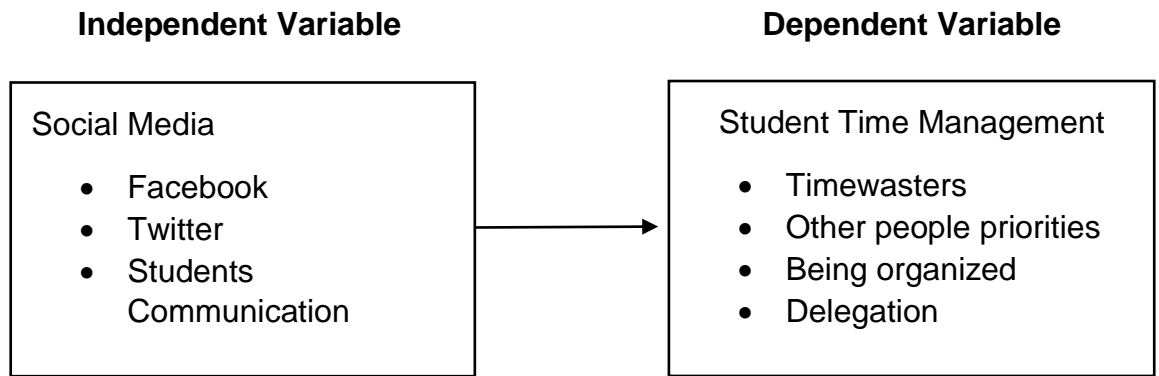
### **Theoretical and Conceptual Framework**

Uses and gratification theory was founded by Elihu Katz in 1959, when Herzog examined the reasons why people use the radio to listen to quiz programmes (Herzog, 1944 in Katz, 1959) observed that the outcomes of media usage depended on why and how people decide to use the media. There are two important components that are discussed in uses and gratification theory, which are, the media that choose to be engaged and the gratification that one derives from such media (Ruggiero, 2000). This theory works operationally through the social and psychological needs for individuals generating motives and expectations of the mass media (Katz, 1959), and how individuals use media to satisfy their needs and achieve their goals. Rafael (as cited in Patrick, 2010) mentioned that uses and gratification theory is suitable for the internet because the internet has something that is suitable for everyone, be it information seeking, inter-personal communication, entertainment, or escapism, it is just like chameleon-like character.

To properly managed time, one needs to know the level of importance that each activity holds. The bucket of rocks theory (also referred to as the pickle jar theory) offers insight into the order in which a person should work on activities (Mancini, 2003). The theory proposes that you put big rocks in a bucket (this will represents the important thing) and then you fill it up with pebbles followed by sand and then water. The smaller substances represent increasingly unimportant tasks (Forsyth, 2010).

Social media is a way people use to communicate in order to share and discuss with no limits to time and space (mobile based). Today social media is one of the first settings that help people from managing their time. The new generation spending their hours on social media platforms can make the students manage their time effectively. It'd be wrong to say that time spent on social media is a waste; after all, time spent doing what one wants is not a waste, especially if it helps them relax or connect with others. However, with only twenty-four hours in a day, time needs to be balance between things we want to do and need to do, such as academic pursuits. That being sad, spending more than an hour of one's free time on social media soon affects how much time they have for studying.

As shown in **Figure 1**, the conceptual paradigm of the study, the independent variable is social media at the work with the following indicators: Facebook, Twitter, and student communication. Facebook concerns with how students engaged Facebook in terms of their studies. Twitter can use as a tool to share their ideas and emotions on social media. Student communication, student attained communication through the help of social networking sites in terms of their studies and social communication.



**Figure 1. Conceptual Paradigm showing the variables of study.**

The dependent variable is student time management with the following indicators: timewasters, other people's priorities, organizing, and delegation. Timewasters are concerned about how the students deal with their timewasters. Other people's priorities indicate that how students set their own priorities. Being organized is how students managed their time in terms of their work tasks and studies-delegation adequate student's responsiveness to do their task.

### **Significance of the study**

The findings of this study is significant and beneficial to the following:

**TEACHERS:** This study is significant to the teacher, parents and student. This study will help the school teachers to know the influence that social media has on their students and how their students handle their time effectively, to assists them in enlightening and creating awareness to the students on the possible influence it has on them.

**PARENT:** The study is significant to parent in the sense that they will know the possible effects these social media usages have on their children and how their children organized their time.

**STUDENT:** This study is significant for student because it will help them manage their time in using social media, and it can help students to improve their academic achievement.

**FUTURE RESEARCHER:** The study will help researchers with more information on the influence of social media on students' academic performance and how student management their time effectively.



### **Definition of terms**

For the clarifications of key terms in the study, the conceptual and operational definitions are hereunder provided.

**Impact of Social Media.** Social Media programs enable students to collect outside the category time and exchange ideas about their assignments. Some of the schools have successfully used as their teaching tools to help the students with their learning outside the school time. The implementation and the social media, especially social networking, courage them to use technologies for their learning (O'Hanlon, 2007). In this study is characterized as a tool and information of students in terms of Facebook, Twitter, and Students communication.

**Time Management.** The process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. In this study, students handle their time in terms of timewasters, other people's priorities, for being organized and delegation.

## **Chapter 2**

### **Review of Related Literature**

Various notions, facts and hypothesis that arise from distinctive authors and reading materials are displayed in this chapter for clarity and more superficial comprehension for the readers in this study.

#### **Social media.**

The use of electronic media to connect socially with peers and as a source of amusement is ubiquitous in American society, especially among teens and young adults. 90% of people in the United States use the internet, and 74% have access to mobile internet devices. Although there are many advantages to using social media as an adolescent or young adult, there are also dangers. According to Asur & Huberman, (2010), although there are many advantages using social media as an adolescent or young adult, there are also dangers. People generate stuff, share it, bookmark it, and network at a rapidly on social media, which has grown as a category of online conversation. Many exciting classroom activities, such as "communities of practice" where learners can connect and exchange ideas, are made possible by social media platforms (Jason Tomaszowski, 2012).

University students make up the most incredible class of social media users compared to any other type in society. According to Yang, Pulido & Kainan (2016). In fact, in the United States, it has been discovered that 94 percent of the college students utilize social media. The influence of social media uses on university students, on the other hand, has not been thoroughly investigated. Traditional media, such as television and radio,

broadcast content developed by a company or corporation to passive viewers in a one-way manner. New media, also known as social media or interactive media, allows individuals to be both consumers and creators of media. New media that has been changed, networked, dense, compressed, and interactive.

Using social media on a regularly may have an impact on their overall attention. Keeping up with various issues and staying connected with others through social media affects focusing on significant issues. Furthermore, social media also exposes students to an entirely new way of learning. Researchers have discovered that pupils who use social media frequently are more innovative and have a superior recall. It opens up new study possibilities, pushing students to be creative and think beyond the box (Juice Academy, 2018).

In the previous decade, social media has reshaped the way people communicate, connect, exchange information, organized activities, and more in our societies. Since their inception in 2004 and 2006, respectively, Facebook and Twitter have grown at an exponential rate. With over 140 million active users and over 340 million messages sent every day, Twitter has become one of the most influential platforms for spreading and sharing breaking news. (Wang and Colleagues, 2013).

**Facebook.** Students in higher education virtually extensively use Facebook. These students believe Facebook to be their primary social media platforms, and as a result, they devote a significant portion of their daily lives to it (Ellefsen, 2015). According to Junco. (2012) Those who use Facebook for

educational objectives, such as acquiring information, checking in on what friends are up to, and exchanging information (sharing links), have a better academic success than students who use it just for social purposes, such as status updates and talking. Additionally, Students agreed that using Facebook will help them communicate better. Students' good attitudes toward Facebook as an environment in which to assist English learning can be linked to fact that online platforms, such as Facebook, give authentic engagement and communication chances that students may not have had before. Researchers determined that, with the support of other Facebook members and their teachers, students might control their learning using Facebook with other Facebook members and teachers (Kabilan et al., 2010).

Facebook is an online application that students are familiar with and the best to connect and engage students outside class (Monopolis, 2014). It is use for constructing, sharing learning experiences, research, academic events, artifacts and accessing information (Hussain et al., 2012). It affords collaborative learning , communication, interactively, better engagement, motivation, instructional materials, increase involvement, enhanced professionalism, building relationship and knowledge sharing which lead to deep learning and application on real world skills and therefore knowledge application skills.

Facebook can help gain skills at higher levels of cognition like analysis, applying, because it provides interactive feedback that enhances analysis of a multiple perspectives. It is use for active learning and putting knowledge into practice has not been fully explored in education sector. Students are already engaged and motivated using it as social media.

Facebook use is found to be simultaneously positively associated with both relatedness-need satisfaction and relatedness-need dissatisfaction (Sheldon et al., 2011)

**Twitter.** Students experiencing Twitter on a management course requested further use, precisely due to its ability to engage shy students (Menknot et al., 2015). In lectures with education, students do not but when the lecturer followed these Tweets up with a verbal question, this defends students from contributing again (Tiernan, 2014). Junco et al. (2011) suggested that Twitter did facilitate individuals to tweet who might not have asked questions in a face-to-face setting but identified that the tweets could be ruder or demanding than would be appropriate face-to-face.

Recent statistics released by Twitter indicate that the network receives roughly 1 billion unique monthly visits and hosts around 313 million active users, with 82% being active users (Twitter-Company, 2017). According to a recent study by Pew Research Center, Twitter is the fifth most popular social media platform among Americans. The study further points out that roughly one-quarter of online American adults use Twitter, with younger internet users being more active on Twitter when compared to older groups (Greenwood, Perrin, & Duggan, 2016)

More recently, Twitter has been encompassed as an augmented scholarly communication tool for formal and informal learning. Students, scholars, and professionals from numerous academic domains use the network to connect and engage with peers and the public to share discipline-specific and other relevant information with an aim of pursuing their academic interests and goals

(Holmberg & Thelwall, 2014; Veletsianos & Kimmons, 2016). A number of recent studies have also demonstrated the value, impact, and acceptance of twitter in the context of education. For instance, twitter has been reported to increase learning capabilities and communication (Bista, 2015; Carpenter, 2014; DeGroot, Young, & VanSlette 2015).

**Students' communication.** Communication skills are essential for success in a variety of situations. The modern educational system places a strong emphasis on educating students to be the first professionals in a particular field. Students' communication will probably to contribute to class discussions, will ultimately achieved more from their experience in class, and will be more productive members in the group projects (Sigh, 2020). The exchange of ideas, views, and information with a definite goal is referred to as communication. In addition to oral communication, data can be conveyed using symbols or signage. Seiler & Beall (2005). Communication can also be defined as the simultaneous exchanging and imparting of meaning through symbolic exchanges. (Ihmeideh, Anmad, Dababneh, 2010 and Cleland, Foster and Moffat, 2005) have reported Communication skills among university students). They discovered that a pleasant communication atmosphere allows pupils to learn how to communicate and, as a result, improve their communication skills.

The social media is indeed an effective medium of communication. It has turned out to be new way of establishing communications with one another. The social media has been found to be now used by people of every works of life. The young students are now increasingly depending upon the social media academic purposes. The students can effectively make use of

communication tool for obtaining information regarding universities and educational courses. The students and find answers to their own queries can in fact take the social media as effective guidance tool (Khalid, 2018)

Social networking site help fulfill communication needs and wants. It is a convenient method of communication and provides the ability to stay connected with friends and family, but on the users own rate and time (Urista, Dong, & Day, 2009). Users can manage their interactions within their own schedule by choosing when they want to read and respond. The internet communication is a solitary activity usually done alone. However, it is efficient because it is a one-to-many method of communication that allows users to quickly spread information.

### **Time Management.**

Students will be unable to organize their responsibilities according to their importance, becoming easily sidetracked and procrastinating by Kelly (2014). As can be seen, time management is vital for any university student and is one of the most critical components in academic success. Time management is crucial for university students, as it will help them enhance their grades and productivity (Laurel & Hellsten, 2002). It practices show the way to a high level of academic performance, good physical condition and lower levels of stress.

The study (Britton and Tesser, 1991), conducted on university students, demonstrated that education on time management positively affects academic achievement. According to Mercanlioglu (2010). The term "time management" became popular in the 1950s and 1960s as a tool to help

managers make better use of available time, revealing that the concept of time management originated with Frederick Winslow Taylor for early motion and time studies of purposeful workers.

**Timewasters.** Because their attention is concentrated and they are not wasting time on distractions, efficient time management allows us to accomplish more in less time (such as social media, for example). As a student prioritizes duties in order to complete coursework and assignments on time, efficient use of time decreases stress (FAYETEVILLE, Ark., 2020). Time wasters (tasks that waste time) are an aspect of time management. Time management is a technique for becoming more productive and efficient at work. This problem could aid us in avoiding time-consuming activities, interruptions, and distractions.

We can make priorities tasks, if we identify our goals, we will know which task is importance. We may use time management to help us allocate our time resources (Varga, 2011; Harvard Business Essentials, 2015). Uncertain information might be a time waster. We do not use our time effectively if we do not fully comprehend our tasks. Instead of working, we can spend a lot of time thinking about it and pondering what we need to do (Margol, 1989, Alexander and Dobson, 2009; Levin, 2007).

**Other people's priorities.** Finding time to expand your side or enjoy your interests can seem unattainable. Never mind fitting in family and home commitments with so many things demanding your attention and what feels like so little to give to every single one, it can be difficult to focus on anything at all, and you can easily start to feel like you're falling behind. Carina



Lawson, a time management coach and the founder of Ponderlily Planners, believes that making space, saying what you're thinking, and making realistic commitments are the most significant ways for people to make better judgments about how they utilize their time (Shosphire Star, Telford, 2020).

Nothing in your life can be a priority. Let use of essential things will compete for attention over your lifetime, but there are not enough hours in anyone's lifetime to give attention to everything good and worthwhile (Lakein, 1973). Deciding on your basic priorities is a key exercise in moving towards more effective use of your time. Your basic priorities provide a means of making time choices, helping you decide where it is important to invest yourself and where you can let go (Walker, D, 1998).

**Being organized.** Time management demands a key emphasis: concentrate on result, not in being busy. There are many examples of people who waste their lives in discolored work and achieve very little because they are putting their labors into the wrong responsibilities or failing to properly focus their activities, proving that two-time management employees have a direct impact on the group's academic results (Mercanlioglu, 2010). The impression of how their time should be used or planned, such as the utilization of a short and long-term goals, organized time, or student achievement. Being organized is a talent that may be applied in a variety of situations.

Being organized is especially important for kids because it allows them to learn how to prioritize tasks, set objectives, and reduce stress. It is also easier to interact with others when you have superior organizational abilities,

which aids productivity and efficiency (Skooler, 2019). Students' lack of organizational skills significantly influences in selecting which students get the most of their educational experience (Gallagher, 2003).

**Delegation.** A variety of skills, tools, and approaches can help with management and techniques for completing certain tasks, projects, and goals. This process entails as slew of tasks, including planning, goal-setting, delegating, time-spend analysis, monitoring, organizing, scheduling, and prioritizing. According to Oteat, and Sayej, (2014). Initially, time management referred only to commercial or work-related tasks, but the phrase has now expanded to include personal pursuits. By Snyder, Medina, Bell, & Wavra (2004).

Delegation is defined as "the transfer of responsibility for the execution of an action from one person to another while retaining accountability for the result." Delegation of authority fosters confidence throughout the organization, and it's the ideal way for leaders to show their faith in their employees. Delegation is necessary for effective leadership and is one of the single most important skills a leader can develop. Managers of all levels, but especially managers, need to be able to delegate duties. These abilities are crucial to your own time management. You can't achieve everything by yourself, according to Wilson in 1998. Furthermore, you should not do so. You must delegate work and obligations to others if you wish to manage your time properly.

## **Chapter 3**

### **METHOD**

This chapter outline the methodology to be employed in conducting the study. The chapter describe the research design, population, sample size and sampling technique, instrumentation, scoring procedure, administration of instrument, procedure for data collection, and analysis procedure.

#### **Research Design**

This researcher utilized the quantitative non-experimental correlational method of research in conducting the survey and draw the necessary answer to find out if there is a relationship between impact of social media and time management among BEED students of UM Panabo College. Quantitative research is away to learn about a particular group of people, using scientific inquiry, quantitative research relies on the data that are observed or measured to examine questions about the sample population. It uses a survey to gather information and to develop, test, and evaluate research instruments and methods (Creswell 2002).

Non-experimental research is a type of research that lacks manipulation of independent variables, random assignments of participants to conditions or order of conditions, or both. It is use if the researchers have a specific research question or hypothesis about relationship between two variables presented in a study (Bushman and Huesman, 2001) Furthermore, Leedy & Ormrod, (2010) cited that the correlation escalating the relationship between

two or more variables in two groups. Hence, the quantitative no-experimental method of research was utilized.

### **Research Subject**

The respondents of the study were the second year BEED students of UM Panabo College. The respondents sum up of twenty-eight (28) respondents in total. The researchers conducted the study through google form application. In this regard, the universal sampling method was employed.

### **Research Instruments**

The researchers utilized a survey questionnaire to produce information from the respondents that helped those gathered data on impact of social media and time management of students (Admin et al. 2016) and (W. John, Olstead, 2010). Part one is the level of impact of social media. Part two statements, which pertain to the level of time management. The respondent is asking to check a single selected choice to the range of 1 to 5.

To determine the impact of social media among BEED students of UM Panabo College, the following scale was used:

<b>Scale</b>	<b>Equivalent Description</b>	<b>Interpretation</b>
4.21-5.00	Very High	This means that the level of the impact of social media of students is very much perceived.
3.41-4.20	High	This means that the level of the impact of social media of the students is perceived.
2.61-3.40	Moderate	This means that the level of the impact of social media of the

students neutrally perceived.

1.81-2.60	Low	This means that the level of the impact of social media is less perceived.
1.0-1.80	Very Low	This means that the level of the impact of social media of the students is not perceived.

To determine the level of time management, the following scale was used.

<b>Scale</b>	<b>Equivalent Description</b>	<b>Interpretation</b>
4.21-5.00	Very High	This means that the level of the time management of students is always observed.
3.41-4.20	High	This means that the level of the time management of students is observed.
2.61-3.40	Moderate	This means that the level time management of students is moderately observed.
1.81-2.60	Low	This means that the level of time management of students is less observed.
1.0-1.80	Very Low	This means that the level of time management of students is never observed.

## **Data Gathering Procedure**

The process conducting the study involved the following steps:

**Initial Interview.** The researchers asked the school registrar for the names of 2<sup>nd</sup> year BEED students in UM Panabo to address the letter asking permission to conduct the study.

**Permission to Conduct the Study.** The researchers sent a letter to the director of UM Panabo College to asked permission to conduct the study.

**Letter of Request for Validation.** A letter was sent to the evaluators for validation and approval of the proposed/prepared questionnaire.

**Administration of the Instrument.** Upon approval, the researchers sent the questionnaires through google form application. Since we are in the pandemic zone.

**Retrieval of the Questionnaire.** The questionnaire was collected through the forms app.

**Collection of Data.** The researcher collected the data and immediately tallied and tabulated it in a spreadsheet program, then subjected to statistical interpretations.

## **Statistical Treatment of Data**

The following statistical approaches have employed in this study:

**Mean.** This is used to determine the impact of social media and the level of time management among BEED students of UM Panabo College.

**Pearson-r.** This use to determine the significant relationship between the impact of social media and the time management of students.

## Chapter 4

### PRESENTATION AND ANALYSIS OF FINDINGS

This chapter presented the analysis and interpreted the data on impact of social media and time management of UM Panabo College. The indicator were presented and discussed. The under of the discussions is focus on the topics as follows. The level of social media in terms of Facebook, Twitter, Students communication; the level of student time management in terms of timewasters, other people priorities, being organized, delegation; the significant relationship between social media and time management and the domain in social media that influences the time management.

#### **Level of Impact of Social Media**

The social media measured in terms of Facebook, Twitter, and Students Communication.

The evaluation is based on the 15 item questions relating to social media. The responses of the respondents on each indicator are analyzed and presented below. As shown in **Table 1**, the social media analysis shows the grand mean of 3.13 described as moderate. This means that the level of the impact of social media of the student neutrally perceived.

Among the three indicators, student's communication got the highest over-all mean of 3.66, describe as high, which means the level of student communication is perceived.

**Table 1**  
**Level of Impact of Social Media**

<b>Facebook</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1. Facebook positively affect study timings in routine life	3.46	High
2. Timely submit assignments whether spending time on Facebook	4.00	High
3. Groups and pages related to studies are created by scholars on Facebook helps students in their study	3.68	High
4. Facebook has a positive impact on student academic performance?	3.11	Moderate
5. I find it flexible to focus on work by logging into Facebook as it helps me to remain in contact with classmates	3.93	High
<b>Over-all Mean</b>	<b>3.64</b>	<b>High</b>
<b>Twitter</b>		
1. It's routine habit to use twitter in daily life	2.14	Low
2. Usage of Twitter sites in routine life affect my academic	2.14	Low
3. Students share study material on twitter that helps other student who are weak in studies performance	2.21	Low
4. Prefer to express ideas and feelings on Twitter	2.00	Low
5. Membership on Twitter is important	1.89	Low
<b>Over-all Mean</b>	<b>2.08</b>	<b>Low</b>
<b>Students Communication</b>		
1. Social networking sites are affecting the way of speaking or writing in students life	3.61	High
2. Social networking site can be an effective tool for E-learning for students	3.79	High
3. Do you think social networking sites change the behavior of students effective manner	3.75	High
4. Social networking sites are more effective in communication with our friends	3.79	High
5. Is social networking sites differentiate students on the basis of their demography	3.39	Moderate
<b>Over-all Mean</b>	<b>3.66</b>	<b>High</b>
<b>Grand mean</b>	<b>3.13</b>	<b>Moderate</b>
<b>Legend:</b>	<b>Scale</b>	<b>Descriptive Equivalent</b>
	4.21 – 5.00	Very High
	3.41 – 4.20	High
	2.60 – 3.40	Moderate
	1.81 – 2.60	Low
	1.00 – 1.80	Very Low



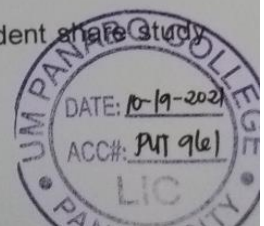
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The highest mean is item 2- social networking sites can be an effective tool for E-learning for students and 4- social networking sites are more effective in communicating with our friends with both means of 3.79.

It implies that respondents were social networking sites can be effective tool for E-learning for students and social networking sites are more effective in communicating with our friends are effective. However, the lowest mean is item 5- *being social networking sites differentiates students based on of their demography* with 3.39 describe as moderate. It is always observed and understood that the respondents were social networking sites differentiates on the basis of their demography on student communication.

The next indicator is Facebook with an overall mean of 3.64 describe as very high, which means the level of impact of social media always observed. It indicates that the students were always use Facebook. The highest mean is item 2 – *timely submit assignments whether spending time on Facebook* with a mean of 4.00 that describe as very high. It implies that the respondents were exploring and timely submit the assignments whether spending time on Facebook. However, the lowest mean is item 4- *Being Facebook has a positive impact on student academic performance* with 3.11 of mean describe as moderate. It is always observed and understood that the respondents were Facebook have a positive impact on academic performance.

Last indicator is Twitter with the lowest over-all mean of 2.08 that describe as low. The highest mean is item 3- *students share study material on twitter that helps other student, which are weak in studies performance* with 2.21 of means that describes as high. It implies that the student share study



material on twitter to keep other student, which are weak in, studies performance.

In general, one of the sorts of student interaction is Facebook; students believe that they can participate in course-related discussion. Students can hold discussion on Facebook on their own initiative, with or without the presence of instructor. Despite this, students continue to expect that there Facebook chats will be connected to school material. Furthermore, students still believe that their Facebook interactions might help them better understand course material. This perception indicates that students are willing to be given the chance to work more independently and to have more control over their online learning environment. This conclusion contrasts with other studies, which revealed that just (5%) of undergraduates and graduates agreed on the usage of Facebook for purposes other than collaboration with peers (Manasijevic, Zivkovic, Arsic, & Milosevic, 2016).

### **Level of Time Management**

The level of time management in terms of timewasters, other people priorities, being organized and delegation. The evaluation based and measured with 49 item questionnaire relating to time management. Responses of the respondents in each indicator are discussed below. As shown in **Table 2**, the level of time management analysis presents the result and has a computation grand mean score of 3.58 that describe as high. It states that the level of time management in terms of timewasters, other people priorities, being organized and delegation is observed.

**Table 2**  
**Level of Time Management**

<b>Timewasters</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
1. Continually conscious that time is most critical resource	3.89	High
2. Know what habits to keep from using time effectively	4.07	High
3. Have clearly written out lifetime and one to three-year goals	3.86	High
4. Use a formal system for organizing a weekly work plan	3.71	High
5. Make a fresh new "to do" list each workday	3.61	High
6. Place a priority code next to all items on daily "to do" list	3.68	High
<b>Over-all Mean</b>	<b>3.80</b>	<b>High</b>
<b>Other People Priorities</b>		
1. Set priorities according to their importance, not their urgency	3.86	High
2. Know prime work times	4.11	High
3. Use prime work times to complete essential tasks	3.86	High
4. Have an effective system for incorporating items from lifetime, and one to three-year goal list into work tasks	3.64	High
5. Conscious of valid reasons for procrastination	3.46	High
6. Know when avoiding tasks out of fear		
7. Use effective techniques for completing tasks on which procrastinating	3.71	High
8. Give undivided attention to one task at time	3.75	High
9. Seek quality work, but not perfection	4.04	High
10. Create due dates for the tasks which don't have predetermined deadlines	3.64	High
11. Avoid meetings that are time wasters	3.18	Moderate
12. Make constructive use of meeting times, insuring that follow up assignments are clear	3.71	High
13. Utilize effective techniques for saying "no" to excessive requests on time	3.68	High
14. Keep interruptions on work to a minimum	3.39	Moderate
15. Regularly schedule a quiet time into each workday	3.89	High
16. Control the telephone; it, does not control you	3.32	Moderate
17. Avoid excessive social encounters when at work	3.64	High
18. Know when diverting self from top priorities	3.79	High
<b>Over-all Mean</b>	<b>4.04</b>	<b>High</b>
<b>Being Organized</b>	<b>3.71</b>	<b>High</b>
1. Files are accurate	4.04	High
2. Files are accessible	4.00	High
3. Files are current	3.79	High
4. Files are streamlined	3.54	High
5. Have a system in place to monitor and reduce crisis	3.71	High
6. Use breaks creatively when fatigue on a given task	3.71	High
7. Focus on results, not the amount of work generated.	3.43	High
8. Periodically use a time log		
9. Enter timesheets into a time billing program.	3.25	Moderate

10. Track both billable and nonbillable time in the billing system.	3.18 3.25	Moderate Moderate
11. Set goals for billable and nonbillable hours.		
12. Use specific techniques for keeping paperwork under control.	3.57 3.64	High High
13. Make appointments with the file to get the work done at a specific time without interruption.	3.36	Moderate
14. Have a fixed time each morning or at the end of the day when meeting with assistant to plan and coordinate next day's work.	3.21	Moderate
15. Have a system or process in place to automate, as much as possible, tasks such as engagement letters, recommendation, responses to re request for proposal, billing review, etc.	3.46	High
16. Use an automated document management system.	3.18	Moderate
17. Use a case/project management system.		
18. Use an automated document assembly system.	2.93	Moderate
19. Use dictating equipment effectively.	3.11	Moderate
20. Use a proper balance between computer and dictating equipment.	3.29	Moderate
21. Not others control time.	3.79	High
<b>Over-all Mean</b>	3.39 <b>3.47</b>	Moderate <b>High</b>
<b>Delegation</b>		
1. Delegate tasks whenever possible.	3.43	High
2. Delegate challenging tasks.	2.79	Moderate
3. No longer doing pet projects, left them behind when promoted.	3.25	Moderate
4. Prefer to teach others how to do the job rather than do the job.	3.68	High
<b>Over-all Mean</b>	<b>3.29</b>	<b>Moderate</b>
<b>Grand Mean</b>	<b>3.58</b>	<b>High</b>

<b>Legend:</b>	<b>Scale</b>	<b>Descriptive Equivalent</b>
	4.21 – 5.00	Very High
	3.41 – 4.20	High
	2.60 – 3.40	Moderate
	1.81 – 2.60	Low
	1.00 – 1.00	Very Low

Among the four indicators, timewasters have an over-all mean of 3.80 that describes as high. It indicates that the students aligned in timewasters. The highest mean is item 2- *know what habits have that keeping from using time effectively, with the mean of 4.07 that describe as high. It implies that the students know their habits to keep their time effectively. The lowest item is 5- make a fresh new "to do" list each workday with the mean of 3.61 that describes as high. It implies that the respondents make a fresh new "to do" list each workday. In general, the respondents have their own capacity for doing things and ideas how to manage their time effectively.*

The next indicator is other people's priorities has an overall mean of 3.71 that is equivalent to high. In addition, in statement item 2- *know prime work time got the highest mean of 4.11 that equivalent to high. However, time 10- create due dates for tasks, which do not have predetermined deadlines, got the lowest mean of 3.18, describes as moderate.*

The next indicator, being organized has an overall standard of 3.47 that is equivalent to high. In addition, in statement item 1- *files are accurate got the highest mean of 4.04 that equivalent as high. Item 18- use an automated document assembly system that got the lowest mean with a 3.11 means. In general, it can be seen in the table that most of the time the respondents know to organized their files.*

The last indicator is delegation with the lowest overall mean of 3.29 that describes as moderate. The highest mean is item 4- *prefer to teach others how to do the job rather than do the job with a 3.68 mean that*

describes as high. It implies that the respondents prefer to teach others how to do the job

rather than do the job. However, the last item is 2- delegate challenging tasks got the lowest with 2.79 mean that describes as moderate. It implies that the respondents delegated challenging tasks.

You must recognize some traits about yourself in order to become a good executive and manage your time effectively. You'll also have to overcome some of your own weaknesses. There are no right or improper traits, according to time management expert (Charles Hamman, 2009). There are no right or wrong characteristics. The important thing is that you tick so that you can program yourself more efficiently to take advantage of your strong points and sideline your weaknesses. To put it another way, it's the effort to figure out when your "prime time" is and then strive to make the most of it.

### **The Significant relationship between Impact of Social Media and Time Management.**

Shown in **table 3** is the result of the significant relationship between the impact of social media and time management among BEED Student of UM Panabo College. The results of computation using the r-value between the impact of social media and time management is 0.333. The P-value is 0.083, which is higher than the significant level of 0.05. Thus, the null hypothesis (Ho) is not rejected. Therefore, there is no significant relationship between impact of social media and time management among BEED students

of UM Panabo College. This indicates that the social media does not affect significantly on time management of students.

According to Ratnesh 2019, social media does present an issue for student time management, but so, does any recreational or relaxing activity that

**Table 3**

The significant relationship between Social Media and Time Management

**Correlation Coefficient**

	Time Management
Impact of Social Media	0.333

P-value (0.083) > 0.05

cannot be done instead of working or studying. It's not just social media causes students to have poor time management skills; rather, students with pre-existing time management challenges use social media to help them manage their time. Hence, the solution is not to try to prevent them from using social media, but to find ways to utilize social media to be both productive and entertaining at the same time.



## CHAPTER 5

### SUMMARY, CONCLUSION AND RECOMMENDATION

Presented in the chapter are the summary findings, conclusions and, recommendations drawn by the researchers from the results obtained. The primary purpose of this study was to find the responses to the students about the impact of social media and time management.

1. The impact of social media of students has a grand mean of 3.13 interpreted as neutrally perceived. In terms of indicators the mean of Facebook is 3.64; in Twitter the standard is 2.08; and in student communication 3.13, all standard is interpreted as perceived, is less perceived, and neutrally perceived.
2. The time management has a grand mean of 3.58, interpreted as observed. The terms of indicator, the standard of timewaster are 3.08; in other people's priorities, the standard is 3.71; in being organized, the standard are 3.47; and in the delegation, the standard is 3.58. All means are interpreted as observed.
3. The r-value between social media and time management is 0.333 with  $p > 0.05$ , which means that  $H_0$  is not rejected.

### Conclusion

Based on the result of the data gathered, the researchers have concluded the following:

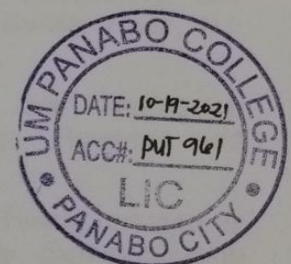
1. The level of impact of social media among the 2<sup>nd</sup> year BEED students of UM Panabo College is high.
1. interactive for their future investigation.

2. The level of time management among the 2<sup>nd</sup> year BEED students of UM Panabo College is high.
3. There is no significant relationship between impact of social media and time management among 2<sup>nd</sup> year BEED students of UM Panabo College.

### **Recommendations**

The following are the recommendations of the researchers based on the findings and conclusion of the study.

1. In social media such as Twitter, it can improve the students' performance by doing a presentations/school works. Twitter must be focused in the importance to give ideas and develop students' understanding.
2. Encourage students to do the overdue task to have self-progress and self-accomplishment, as a student; we should be aware of our strengths and weaknesses.
3. For the future researcher this study will help the researcher to have their basis of their prospective research and additional interactive for their future investigation.



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**Appendix A-1**  
**Letter of Request for Validation**  
**Validation Letter**



**UM PANABO COLLEGE**  
*P.N. Arguilles St., San Francisco, Panabo City*  
Telefax # (084) 628-6437

---

**Letter of request for Validation**

February 24, 2021

**AMELIE L. CHICO, DM, FRIM**  
Research Coordinator  
UM - Panabo College  
Arguilles St. Panabo City

*for 2/1/21*

Maam:

The undersigned would like to request your approval to be one of the evaluators of our research questionnaire in the research study entitled **"Impact of Social Media and Time Management Among BEED Students in UMPC"** as a requirement for the **degree of Bachelor of Elementary Education**.

Undoubtedly your expertise would make the instrument rich and substantive in content. It would also be a great help for the undersigned researcher if you can write your comments, suggestions and recommendations that will improve the above mentioned questionnaire.

Thank you very much for your kind cooperation and valuable contribution to this request.

Sincerely,

**MONNAH MARIE C. NAZARENO**

**MAY ANN A. BUENACOSA**

**CRESEBEL B. GUTANG**

Researchers

Noted by:

**JEANILYN E. TACADENA PhD.**

Research Adviser



**Appendix A-2**  
**Letter of Request for Validation**  
**Validation Letter**



**UIM PANABO COLLEGE**  
*P.N. Arguelles St., San Francisco, Panabo City*  
*Telefax # (084) 628-6437*

---

**Letter of request for Validation**

February 24, 2021

**JOVANNY GLEEN ALLAWAN, MST** *J 2/24/21*  
Faculty-AB English  
UM - Panabo College  
Arguelles St. Panabo City

Sir:

The undersigned would like to request your approval to be one of the evaluators of our research questionnaire in the research study entitled "**Impact of Social Media and Time Management Among BEED Students in UMPC**" as a requirement for the **degree of Bachelor of Elementary Education**.

Undoubtedly your expertise would make the instrument rich and substantive in content. It would also be a great help for the undersigned researcher if you can write your comments, suggestions and recommendations that will improve the above mentioned questionnaire.

Thank you very much for your kind cooperation and valuable contribution to this request.

Sincerely,

**MONNAH MARIE C. NAZARENO**

  
**MAY ANN A. BUENACOSA**  
**CRESEBEL B. GUTANG**

Researchers


Noted by:

**JEANILYN E. TACADENA PhD.**

Research Adviser

## Appendix B-1

### Questionnaire Validation Sheet

 The University of Mindanao	<b>RESEARCH AND PUBLICATION CENTER</b> [ ] Main [ / ] Branch <u>Paralel</u> <b>QUESTIONNAIRE VALIDATION SHEET</b>																																																
Title of Research: <u>Impact of Social Media and Time Management Among BSED Students of UMPC</u> Proponents: <u>Nazareno, Buenavista &amp; Gutierrez</u>																																																	
To the Evaluator: Please check the appropriate box for your ratings Point Equivalent:    5 – Excellent                      2 – Fair 4 – Very Good                      1 – Poor 3 – Good																																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">5</th> <th style="width: 10%;">4</th> <th style="width: 10%;">3</th> <th style="width: 10%;">2</th> <th style="width: 10%;">1</th> </tr> </thead> <tbody> <tr> <td> <b>1. CLARITY OF DIRECTION AND ITEMS</b>                      The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.                 </td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>2. PRESENTATION/ORGANIZATION OF ITEMS</b>                      The items are presented and organized in logical manner.                 </td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>3. SUITABILITY OF ITEMS</b>                      The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.                 </td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b>                      The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>5. ATTAINMENT OF PURPOSE</b>                      The instrument as a whole fulfills the objectives for which it was constructed.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>6. OBJECTIVITY</b>                      Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> <b>7. SCALE AND EVALUATION RATINGS SYSTEM</b>                      The scale adapted is appropriate for the items.                 </td> <td style="text-align: center;">/</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		5	4	3	2	1	<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		/				<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.		/				<b>3. SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		/				<b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	/					<b>5. ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.	/					<b>6. OBJECTIVITY</b> Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	/					<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.	/				
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_____ ANELIE L. CHINO, DAN. PH.D. Signature Above Printed Name																																																	

Appendix B-2

Questionnaire Validation Sheet

 The University of Mindanao	<b>RESEARCH AND PUBLICATION CENTER</b> [ ] Main [ ] Branch _____ <b>QUESTIONNAIRE VALIDATION SHEET</b>
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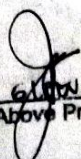
Title of Research: IMPACT OF SOCIAL MEDIA AND TIME MANAGEMENT AMONG BEED STUDENTS

Proponents : CREATED BY: GUYONG, MAY ANN DUELA-ORO, IN UMPC  
MORRHAN MARIE C. BALABANO

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent:    5 – Excellent                      2 – Fair  
                                  4 – Very Good                      1 – Poor  
                                  3 – Good

	5	4	3	2	1
<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure, and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	/				
<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.	/				
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<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.					

  
JANINE G. ANAWAN  
 Signature Above Printed Name

## Survey Questionnaire

### Questionnaire of Impact of Social Media and Time Management among BEED Students in UM Panabo

(Zahid Admin et al 2016) and (W. John, Olmstead 2010)

#### Part 1. Profile of the Respondents

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Year/level: \_\_\_\_\_ Age: \_\_\_\_\_

Impact of Social Media on Students Academic Performance. This questionnaire determine the effect of growing use of social media site on the academic performance of the student this questionnaire is based on the study of Zahid Amin et al 2016. Respondent Profile: Age (under 20, above 20) Gender (Male, Female) Qualification (Under Graduate, Graduate)

5- (SD) strongly disagree

4-(D) Disagree

3- (N) Neutral

2-(A) Agree

1-(SA) Strongly Agree

#### Part 1. Impact of Social Media

	Question	5	4	3	2	1
Facebook						
Q:1	Facebook positively affect my study timings in routine life					
Q:2	I timely submit my assignments whether spending time on Facebook					
Q:3	Groups and pages related to studies are created by scholars on Facebook helps students in their					

	study					
Q:4	Is Facebook has a positive impact on student academic performance?					
Q:5	I find it flexible to focus on work by logging into Facebook as it helps me to remain in contact with classmates					
Twitter						
Q:6	It's my routine habit to use twitter in my daily life					
Q:7	Usage of twitter sites in my routine life affect my academic					
Q:8	Student share study material on twitter that helps other student which are weak in studies performance					
Q:9	I prefer to express my ideas and feelings on twitter?					
Q:10	My membership of twitter is important					
Student communication						
Q:11	Social networking sites are affecting the way of speaking or writing in students life					
Q:12	Social networking site can be effective tool for E-learning for students?					
Q:13	Do you think social networking sites changes the behavior of students in effective manner?					
Q:14	Social networking sites are more effective in communicating with our friends					
Q:15	Is social networking sites differentiates students on the bases of their demography?					

## Part 2. Time Management

### Time Management Self-Assessment Questionnaire

#### Questionnaire Completion Instructions

This self-assessment questionnaire rates you in various skill areas considered required for effective time management. These skill areas are key to developing “best practice” time management habits and practices.

Rate the yourself on the following scale by assigning a numerical rating according to the following key:

- 1 Never
- 2 Seldom
- 3 Sometimes
- 4 Most of the Time
- 5 Always

		5	4	3	2	1
	<b>Timewasters</b>					
1.	I am continually conscious that time is my most critical resource.					
2.	I know what habits I have that keep me from using my time effectively					
3.	I have clearly written out lifetime and one to three year goals					
4.	I use a formal system for organizing a weekly work plan.					
5.	I make a fresh new “to do” list each workday.					
6.	I place a priority code next to all items on my daily “to do” list.					
	<b>Other People’s Priorities</b>					
1.	I set my priorities according to their importance , not their urgency.					
2.	I know my prime work times.					
3.	I use my prime work times to complete important tasks.					
4.	I have an effective system for incorporating items from my lifetime, and one to three year goal list into my daily work tasks.					
5.	I am conscious of my true reasons for procrastination.					
6.	I know when I am avoiding tasks out of fear.					
7.	I use effective techniques for completing tasks on which I am procrastinating.					
8.	I give my undivided attention to one task at a time.					
9.	I seek quality work, but not perfection.					
10.	I create due dates for tasks which don’t have predetermined deadlines					

11.	I avoid meetings that are time wasters.					
12.	I make constructive use of meeting times, insuring that follow up assignments are clear.					
13.	I utilize effective techniques for saying "no" to excessive requests on my time.					
14.	I keep interruptions on my work to a minimum.					
15.	I regularly schedule a quiet time into each workday.					
16.	I control the telephone, it does not control me.					
17.	I avoid excessive social encounters when at work.					
18.	I know when I am diverting myself from my top priorities.					
	<b>Being Organized</b>					
1.	My files are accurate.					
2.	My files are accessible.					
3.	My files are current.					
4.	My files are streamlined.					
5.	I have a system in place to monitor and reduce crisis.					
6.	I use breaks creatively when fatigued on a given task.					
7.	I focus on results, not the amount of work generated. <sup>32</sup>					
8.	I periodically use a time log.					
9.	I enter my timesheets into a time billing program.					
10.	I track both billable and nonbillable time in the billing system.					
11.	I set goals for billable and nonbillable hours.					
12.	I use specific techniques for keeping paperwork under control.					
13.	I make appointments with the file in order to get the work done at a specific time without interruption.					
14.	I have a fixed time each morning or at the end of the day when I meet with my assistant to plan and coordinate the day (or next day's) work.					
15.	I have a system or process in place to automate, as much as possible, tasks such as engagement letters, proposals, responses to re request for proposal, billing review, etc.					
16.	I use an automated document management system.					
17.	I use a case/project management system.					
18.	I use an automated document assembly system.					
19.	I use dictating equipment effectively.					
20.	I use a proper balance between computer and dictating equipment.					
21.	I and not others control my time.					
	<b>Delegation</b>					
22.	I delegate tasks whenever possible.					
23.	I delegate challenging tasks.					

24.	I am no longer doing pet projects. I left them behind when I was promoted when I was promoted.					
25.	I prefer to teach others how to do the job rather than do the job					



**MAY ANN A. BUENACOSA**

Purok 3 Mangalcal, Carmen Davao Del Norte

Cell Number: 09092817785

Email Address: [mayannbuenacosa1@gmail.com](mailto:mayannbuenacosa1@gmail.com)

---



**PERSONAL PROFILE**

Age : 22 years' old  
Birthday : May 29, 1999  
Sex : Female  
Citizenship : Filipino  
Civil Status : Single  
Religion : Roman Catholic

---

**EDUCATIONAL BACKGROUND**

Tertiary University of Mindanao Panabo College  
Bachelor of Elementary Education | SY 2020-2021

Secondary

Junior High School Alejal National High School Mangalcal Extension | SY 2015-2016

Senior High School Alejal National High School | SY 2017-2018

Elementary Mangalcal Elementary School | SY 2011-2012

---

**AFFILIATIONS**

Department of Teachers Education (DTE) member

---

**WORK EXPERIENCE**

On Job Training in COOP in Carmen Davao Del Norte

House Hold Helper

Salesday

Balut Vendor Present

---

**TRAINING AND SEMINAR ATTENDED**

Pakikipaghimamat 2021 Certificate of Recognition

Mental Health Awareness Seminar Certificate of Participation 2021

## **CRESEBEL B. GUTANG**

Purok 2-B Brgy. San Francisco Panabo City

Cell Number: 09388554560

Email Address: [cresebelnewest@gmail.com](mailto:cresebelnewest@gmail.com)

---



### **PERSONAL PROFILE**

Age : 33 years' old  
Birthday : February 12, 1988  
Sex : Female  
Citizenship : Filipino  
Civil Status : Married  
Religion : Roman Catholic

---

### **EDUCATIONAL BACKGROUND**

Tertiary	<u>University of Mindanao Panabo College</u> Bachelor of Elementary Education   SY 2020-2021
Vocational	Gabriel Taborin Technical School   SY 2007-2008
Secondary	Panabo National High School   SY 2004-2005
Elementary	Tisa 1 Elementary School   SY 1999-2000

---

### **AFFILIATIONS**

Vice President of CCSG (external)  
President of DSG  
President of FEEL Organization

---

### **WORK EXPERIENCE**

On Job Training in Grand Regal Hotel  
OFW (Kuwait)  
Cashier in Centro Inn  
Attendant in Resort  
Market Vendor (Present)

---

### **TRAINING AND SEMINAR ATTENDED**

Pakikipaghimamat 2021 Certificate of Recognition  
Mental Health Awareness Seminar Certificate of Participation 2021

## **MONNAH MARIE C. NAZARENO**

Purok 4-B Sto. Nino Carmen Davao Del Norte

Cell Number: 09664883756

Email Address: [monnahnazareno@gmail.com](mailto:monnahnazareno@gmail.com)

---



### **PERSONAL PROFILE**

Age : 21 years' old  
Birthday : June 19, 2000  
Sex : Female  
Citizenship : Filipino  
Civil Status : Single  
Religion : Fundamental Baptist

---

### **EDUCATIONAL BACKGROUND**

Tertiary University of Mindanao Panabo College  
Bachelor of Elementary Education | SY 2020-2021

Secondary

Junior High School	Francisco Adlaon Learning Institute   SY 2015-2016
Senior High School	Carmen National High School   SY 2017-2018
Elementary	Sto. Nino Elementary School   SY 2011-2012

---

### **AFFILIATIONS**

Vice President of FEEL Organization  
Department of Teachers Education (DTE) member  
Vice President of Young People in Fundamental Baptist Church

---

### **WORK EXPERIENCE**

On Job Training in Carmen City Hall

---

### **TRAINING AND SEMINAR ATTENDED**

Pakikipaghimamat 2021 Certificate of Recognition  
Mental Health Awareness Seminar Certificate of Participation