

## ABSTRACT

This study was conducted using the researcher-made instruments to determine the time-on-task of 21st century elementary teachers' time-on-task. Specifically, it aimed to determine the following: (1) What is the extent time-on-task of 21st century elementary teachers in selected schools in the district of Pilar in terms of teaching in the classroom, grading student work, building good character, preparation and pacing, and their professional obligation? (2) What is the attitude of 21st century elementary teachers toward time-on-task in the selected schools in the district of Pilar? (3) What factors affect 21st century elementary teachers time-on-task in selected schools in the district of Pilar? (4) What is the perceived effect of 21st century elementary teachers time-on-task on the academic performance of school children? and (5) How, in the view of the respondents, can 21st century elementary teachers time-on-task be improved in the selected schools in the district of Pilar? Findings of the study revealed that the 21st century elementary teachers had demonstrated good character towards their pupils and; they get involved in activities in order to meet their professional obligation. However, teaching in the classroom; grading students' work and; preparation and pacing in teaching were often practiced by the teachers. The respondents demonstrated positive attitudes toward time-on-task. However, they were confronted with challenges that affect their 21st century time-on-task. Furthermore, the time-on-task of 21st century elementary teachers was effective on children's academic performance. Finally, the 21st century elementary teachers are committed in improving their time-on-task. As to the challenges that the teachers had encountered, it is recommended that strengthening of the coping mechanisms may be observed through addressing the needs of the teachers in preparing school-related tasks.

*Keywords:* 21st century elementary teacher, Time-on-task