

# Teacher's Time Management and Student's Academic Achievement in LPU College of Nursing: Basis for an Enhanced Classroom Management

Ruben L. De Guzman Jr. RN MAN and Imelda A. Guy

Lyceum of the Philippines University  
Batangas City, Batangas  
Philippines

## ABSTRACT

### Background:

Today, the concept of time and its management is much more important than it was in the past. With the fast-paced world where technology plays an important role in knowledge and information dissemination, people, especially professionals are working harder and longer to achieve their goals as academicians. How people manage their time will determine for how successful they become in the various aspects of their career and life undertakings. Objectives: The study aimed to determine the teacher's time management and student's academic achievement of the College of Nursing. Specifically, the study sought to determine the time management used by nursing university professors using the areas of time management evaluation as to a) allocated time; b) engaged time; c) individual engaged time; c) teacher use of time and d) academic learning time; to present the academic achievement of nursing students in terms of their GWA in the nursing professional subjects; to test relationship of the nursing University professors' time management styles and the academic achievement of nursing students and to propose program to enhance classroom management of nursing university professors.

### Method:

The study employed the descriptive-correlational design. As applied in this study, initially, description was made to discover the present time management time of the university professors. On a deeper perspective, the academic achievement of nursing students in terms of their general weighted average in professional subjects was also described. Using the purposive non-probability sampling technique, the participants of the study constituted the full-time nursing faculty members during the first semester of Semestral Year (S.Y.) 2011- 2012. For the

purpose of getting the general opinion of the members of the faculty in the College of Nursing all of the 85 faculty members were used as participants of the study. Respondents were also 160 second year nursing students presently enrolled in their professional subjects, who constituted the total student population or 100%. The researcher adopted the instrument used in a research done by Locsin et al 2001 where he conducted a research in the same area. Modifications were done with the questionnaire with the help of experts in the validation of the instrument. To facilitate the analysis of the study, the descriptive analysis and inferential statistics were applied.

### **Findings:**

The performances of the nursing university professors are contributory to their ability to direct and control students' learning activities. Nursing students perform fairly in their professional subjects despite of satisfactory time management styles of their professors. Engaged time is a significant predictor of the students' academic achievement. Conclusions: Nursing University professors can manage their time well in the classroom. They use the time allotted for a subject to engage students in the lessons and meet learning outcomes. Engaged time highly influences the passing rate of the nursing students in their professional subjects.

**KEYWORDS:** Time Management, Academic Achievement, Classroom Management

## **INTRODUCTION**

Today, the concept of time and its management is much more important than it was in the past. With the fast-paced world where technology plays an important role in knowledge and information dissemination, people, especially professionals are working harder and longer to achieve their goals as academicians. How people manage their time will determine for how successful they become in the various aspects of their career and life undertakings.

Indeed, time is a precious resource as a commodity, each and everyone is blessed to have with as an irreplaceable unique thing. Individuals have their luxury of time allotted 24-hours a day and 7 days a week. The only difference is few people merge their time in different ways.

Time management styles can be generalized or summarized into four: setting priorities, making objectives, planning, and scheduling. Setting priorities is necessary so that person can determine the tasks that he must do first. In making objectives, a person can do tasks that he intends to accomplish within a given period of time. The methods, ways, and procedures to achieve the set of objectives are reflected in their plans. This includes making of the to-do lists, weekly, monthly or longer plan as well as making schedules when the planned activities would be carried out.

The effects of these styles on the academic performance of nursing faculty are influenced by efficient time utilization of their performance. In line with these areas, students entering the nursing field are expected to have the potential needed in this line of work.

Sophomore nursing students should have already acquired the basic foundation and liberal preparation required in the higher level. At this level, they should be able to demonstrate beginning competencies in terms of cognitive, psychomotor and affective skills. This is the starting point by which students are being prepared and strengthened in performing their roles and responsibilities in promoting health, preventing illness, alleviating suffering and restoring optimum level of functioning. Lyceum nursing sophomores' academic achievements and teachers' time management provide data for a comprehensive analysis on the level of abilities and the extent from which the students can be developed.

It is in this light that the researcher find this study timely and significant because this will pave way towards an enhanced classroom management thus leading to the curriculum development of the college. Moreover, the researchers find this study essential in the improvement of focal areas concerning instruction and will greatly help the college of nursing in achieving its mission of providing quality education.

## **OBJECTIVES**

The study aimed to determine the teacher's time management and student's academic achievement of the College of Nursing. Specifically, the study sought to determine the time management used by nursing university professors using the areas of time management evaluation as to a) allocated time; b) engaged time; c) individual engaged time; c) teacher use of time and d) academic learning time; to present the academic achievement of nursing students in terms of their GWA in the nursing professional subjects; to test relationship of the nursing University professors' time management styles and the academic achievement of nursing students and to propose program to enhance classroom management of nursing university professors.

## **METHODS**

### **Research Design**

The study employed the descriptive-correlational design. As an approach, this design aims to describe relationships among variables rather than to infer cause and effect relationship (Polit & Beck, 2008). As applied in this study, initially, description was made to discover the present time management time of the university professors. On a deeper perspective, the academic achievement of nursing students in terms of their general weighted average in professional subjects was also described. Correlational design was applied to determine the significant relationship between University professors' time management and the academic achievement of nursing students.

### **Participants**

Using the purposive non-probability sampling technique, the participants of the study constituted the full-time nursing faculty members during the first semester of Semestral Year

(S.Y.) 2011- 2012. For the purpose of getting the general opinion of the members of the faculty in the College of Nursing all of the 85 faculty members were used as participants of the study. Respondents were also 160 second year nursing students presently enrolled in their professional subjects, who constituted the total student population or 100%.

### **Instruments**

The researcher adopted the instrument used in a research done by Locsin et al 2001 where he conducted a research in the same area. Modifications were done with the questionnaire with the help of experts in the validation of the instrument.

### **Data collection procedure**

A letter of approval to administer the survey with a copy of the questionnaire attached was given to the College Dean. A letter of request was also given to the Registrar for the list of grades of all second year students. Upon approval, the questionnaires were distributed informally among the faculty members during their free time. Confidentiality of their answers was assured. The survey was administered personally by the researchers to ensure a hundred percent retrieval of the questionnaires.

### **Data analysis**

To facilitate the analysis of the study, the descriptive analysis and inferential statistics were applied.

### **Results and Discussion**

#### **1. Time Management used by Nursing University Professors using the Areas of Time Management Evaluation**

Table 1.1 presents the time management styles in terms of allocated time. It was found out that allocated time scheduled to ensure that continuity and systematic review are facilitated in class got the highest weighted mean of 4.56 rated as very highly agree. The allocation of time across competing tasks differs from many other resource allocation problems due to the fact that time is irreversible and cannot be reallocated again. It was followed by non-curricular activities taking time could be allocated to academic activities with 3.65 weighted mean. More recent researches have shown that people were able to make effective allocation decisions, especially when items are presented simultaneously and the total time available is clearly displayed as asserted by Metcalfe and Kornell (2003) who found out that subjects were able to adjust their allocation strategies in response to the total availability of time in a manner that resulted in enhanced performance.

Table 1.1

Time Management Style of University Professors in the College on Nursing in terms of Allocated Time

Allocated Time	Weighted Mean	Verbal Interpretation	Rank
1. The time allocations for class changes and breaks unnecessarily long.	3.00	Agree	4
2. Non-curricular activities taking time could be allocated to academic activities.	3.65	Highly Agree	2
3. The time allocation reflects teacher interests rather than student needs.	3.16	Agree	3
4. Allocated time scheduled to ensure that continuity and systematic review are facilitated in class.	4.56	Very Highly Agree	1
<b>Composite Mean</b>	<b>3.60</b>	<b>Highly Agree</b>	

However, time allocations reflect teacher interests rather than student needs and time allocations for class changes and breaks unnecessarily long which got the lowest value of 3.00 weighted mean and obtained the lowest rank. While allocated time must be an essential element in any model of classroom organization, research on this variable had also found new consistent effects on student achievement.

Table 1.2

Time Management Style of University Professors in the College on Nursing in terms of Engaged Time

Engaged Time	Weighted Mean	Verbal Interpretation	Rank
1. Teacher starts the lesson quickly and smoothly.	4.42	Highly Agree	1
2. Teacher starts to ensure all students on- task.	4.22	Highly Agree	2
3. Large amounts of the allocated time being taken up with managerial tasks.	3.56	Highly Agree	3
4. Teachers transition time for lesson activities is excessive.	3.11	Agree	5
5. Teacher reduces instructional intensity near the end of the lesson.	3.13	Agree	4
<b>Composite Mean</b>	<b>3.69</b>	<b>Highly Agree</b>	

Table 1.2 presents the time management styles in terms of engaged time. Teacher starts the lesson quickly and smoothly got the highest weighted mean of 4.42 followed by teacher

starts to ensure all students on-task both rated highly agree. A classroom in which the teacher has complete lesson plans, structured organizations (e.g. activities start/end [transitions] on scheduled with minimum disruptions, and routine procedures are handled quickly and/or simultaneously with other activities) and help to increase engaged time while decreasing the probability of off-task behaviors. In a well-run class, students do not get bored and time is not wasted.

However, teachers transition time for lesson activities is excessive and teacher reduces instructional intensity near the end of the lesson which got the lowest value of 3.11 and 3.13 obtained the lowest rank. Yet, another approach is to increase engaged time by ensuring that students stay on-task. The teacher could use effective behavior modifications to reward on-task behavior and punish deviant behavior or use effective strategies to enable students to understand and to listen to the content of the lesson or the teacher should use motivating strategy to catch the attention of students; likewise should pay attention to the unique problems of isolated learners.

Not all students will spend all the time allocated to a task where they can actively be engaged in appropriate activities. While teacher is lecturing, for example, a student may daydream. While one student is giving detailed answer to a question, other students who are bored (because they already know the answer) or confused (because they cannot grasp the question or understand the answer) may be engaged in other activities. It is the time the learner should be engaged in appropriate activities that are closely related to improved academic performance.

Table 1.3  
Time Management Style of University Professors in the College on Nursing in terms of Individual Engaged Time

Individual Engaged Time	Weighted Mean	Verbal Interpretation	Rank
1. The teacher is moving about the classroom, actively checking on all students.	4.42	Highly Agree	1
2. The teacher's questioning procedures suggest a preference for high or low achievers.	3.82	Highly Agree	4
3. The teacher structured activities so that student participation is facilitated.	4.15	Highly Agree	2
4. Attractive support activities are available for early finishers.	3.96	Highly Agree	3
<b>Composite Mean</b>	<b>4.09</b>	<b>Highly Agree</b>	

Table 1.3 presents the time management styles in terms of individual engaged time. The teacher is moving about the classroom, actively checking on all students and the teacher structured activities so that students participation is facilitated both got the highest weighted

mean of 4.42 and 4.15, rated as highly agree. In doing individual engaged time, consider developmental level, reinforce on-task behavior, consider individual differences and teach thinking skills - especially metacognitive skills. The teacher should monitor and facilitate all steps and provide corrective feedback and prompt to succeed.

The teacher’s questioning procedures suggest a preference for high or low achievers and attractive support activities are available for early finishers got the lowest value thus obtaining the lowest rank. Developmental assessment should be considered and engaged time or time-on-task is largely a product of quality of instruction, student motivation and allocated time. It is an alterable element of instruction to quality, appropriateness and incentive.

Table 1.4  
Time Management Style of University Professors in the College on Nursing in terms of Teacher Use of Time

Teacher Use of Time	Weighted Mean	Verbal Interpretation	Rank
1. All instructional materials and equipment are available and operational at the start of the lesson.	4.35	Highly Agree	5
2. The teacher is physically in the room at the start of the lesson.	4.65	Very Highly Agree	1
3. Assignments have been corrected in a timely manner.	4.47	Highly Agree	2.5
4. The teacher is giving full attention to the instructional tasks.	4.47	Highly Agree	2.5
5. The teacher is conducting the lesson at a brisk and interesting pace.	4.44	Highly Agree	4
<b>Composite Mean</b>	<b>4.48</b>	<b>Highly Agree</b>	

Table 1.4 presents the time management styles in terms of teacher use of time. The teacher is physically in the room at the start of the lesson got the highest weighted mean of 4.65 rated very highly agree. Teacher’s approach to the use of time is often tied to their assessment of a teachers’ value in the classroom. If teachers feel that the time they will spend with students has considerable value, they will work to increase the amount time spent interacting with students. Assignments have been corrected in a timely manner and the teacher is giving full attention to the instructional tasks both rated highly agree got 4.47 respectively. Most teachers schedule and allocate the appropriate amount of time for learning, but few teachers actually ensure that their students are engaged or actively responding.

However, all instructional materials and equipment are available and operational at the start of the lesson got the lowest value of 4.35 and obtained the lowest rank. Two major factors that contribute to such low rated of engagement are: 1) instructional design; and 2) classroom management. This brief provides the teacher with techniques for increasing

academic engaged and active academic responding time (Mastropieri and Scruggs, 2000;Polloway & Patton, 1997).

Table 1.5 presents the time management styles in terms of academic learning time. Information on academic learning time is directing efforts to improve instruction got the highest weighted mean of 4.42 followed by faculty are aware of the amount of “on-task” behavior of all individual in the class which got 4.36 both rated highly agree. Time management strategies enable students to complete his academic tasks on time. If learners spend use more time well they will learn more effectively.

Table 1.5  
Time Management Style of University Professors in the College on Nursing in terms of Academic Learning Time

Academic Learning Time	Weighted Mean	Verbal Interpretation	Rank
1. High, average, and low achievers are on-task and successful.	4.33	Highly Agree	3
2. Faculty are aware of the amount of “on-task” behavior of all individual in the class.	4.36	Highly Agree	2
3. Faculty are aware of the actual levels of mastery of individuals is in the class.	4.29	Highly Agree	4
4. Individual “on-task” and mastery information have been combined to profile instructional strengths and weaknesses.	4.22	Highly Agree	5
5. Information on academic learning time is directing efforts to improve instruction.	4.42	Highly Agree	1
<b>Composite Mean</b>	<b>4.32</b>	<b>Highly Agree</b>	

However, individual “on-task” and mastery information have been combined to profile instructional strengths and weaknesses and aware of the actual levels of mastery of individuals in the class got the lowest value and obtained the lowest rank.

## 2. Academic Achievement of Nursing Students in terms of their GWA in the Nursing Professional Subjects

Table 2  
Academic Achievement of Nursing Students in Nursing Professional Subjects in terms of GWA

GWA	Verbal Interpretation
2.32	Fair

Legend: 1.00 – 1.25 – Excellent; 1.26 – 1.50 – Superior; 1.51 – 1.75 – Very Satisfactory; 1.76 – 2.25 – Satisfactory; 2.26 – 2.75 – Fair; 2.76 – 3.00 - Poor



Table 2 presents the academic achievement of nursing students in their professional nursing subjects. The table reflects the general weighted average of the second year nursing students, 2.32 interpreted as fair.

The finding implies that the identified students perform fairly in their major subjects. This could be attributed to the complexity of the new nursing curriculum which includes basic to intricate competencies as one subject is a pre-requisite of the subjects taken in the higher years. According to Fagin and Goodman (Nursing Outlook, 2002), the students acquire manual skills, basic principles of care management, problem solving and use of nursing process during the early stage of their clinical field of experiences. The more complex areas of clinical judgment, planning for teaching of patients, organizing and assimilating information from multiple sources and dealing with patients were learned late in the field of experience.

However, the finding also suggests that most students entering nursing are academically unprepared for the course. According to Brittler et al (2009) among the profile of the students, high school average and general weighted average of the subject enrolled can be considered predictor of students' achievement and attitude, while high school average, educational background and gender predicts students' aptitude.

Furthermore, if second year nursing students perform fairly in their professional subjects at this early level of their degree, it can be expected that they will have difficulty in passing the subjects in the higher years.

### 3. Relationship Between Time Management Styles and Academic Achievement of Nursing Students

Table 4  
Relationship Between Time Management Styles and Academic Achievement of Nursing Students

Time Management Styles	r-value	p-value	Decision	Interpretation
Allocated Time	0.163	0.233	Fail to Reject	Not Significant
Engaged Time	0.274	0.043	Rejected	Significant
Individual Engaged Time	0.184	0.180	Fail to Reject	Not Significant
Teacher Use of Time	0.035	0.797	Fail to Reject	Not Significant
Academic Learning Time	0.102	0.457	Fail to Reject	Not Significant

Legend: Significant at p-value < 0.05

Based from the result, the computed r-values indicates weak correlation but the resulted p-value of engaged time (0.043) is less than 0.05 level of significance, thus the null hypothesis of no significant relationship between time management styles in terms of engaged time and academic achievement of nursing students is rejected. This means that academic achievement of the students was affected on how professors used engaged time as their style. This also implies that the more they engaged time, the better the performance of the students. Research of Lahmers consistently shows that the more time spend involved in learning activities, the more they learn. That is, there is a strong positive relationship between the amount of time students are actively engaged in learning activities and their achievement.

Further, increased time spent in academic learning does not result in negative attitudes toward school or learning. Borg (2000), in his summary of the research on the relationship between time and school learning, noted a consistent finding, that the amount of time that students are engaged in relevant reading and mathematics tasks is positively associated with academic achievement.

**4. Proposed Program to Enhance Classroom Management of Nursing University Professors**

OBJECTIVES	PROGRAM/ ACTIVITIES	PERSONS RESPONSIBLE	TIME TABLE	RESOURCES
<b>Allocated Time</b>				
To effectively use allocated time for students' learning	Review time scheme of subject offerings Make an assessment on the time allotted for each professional subjects which follows an alternate week schedule	Dean Level Coordinators Researcher Faculty Members	Before start of first semester	Curriculum Copy of Subject Offerings Calendar of Activities
<b>Engaged time/ Individual Engaged Time</b>				
To enhance engaged time of students in the classroom	Assessment on the time spent of instructors interacting with the students Seminars on effective teaching methodologies Effective use of facilities and other instructional materials	Dean Level Coordinators Researcher Faculty Members	Before start of first semester	Faculty performance evaluation Classroom observation of instructors
<b>Academic Learning Time</b>				
To promote learning tasks relevant to academic outcomes	Assessment of students' learning styles and personality traits Syllabi review	Dean Level Coordinators Researcher Faculty Members	Every semester	Personality and Psychological test results from the

	<p>focusing on alignment of teachers' instruction to students' learning activities</p> <p>Conduct an assessment or evaluation on the appropriateness of the learning tasks provided to students</p>			<p>Counselling and Testing Center Syllabi</p>
--	---	--	--	---

## CONCLUSIONS

The following conclusions were drawn based on the findings of the study:

1. The performances of the nursing university professors are contributory to their ability to direct and control students' learning activities.
2. Nursing University professors can manage their time well in the classroom. They use the time allotted for a subject to engage students in the lessons and meet learning outcomes.
3. Nursing students perform fairly in their professional subjects despite of satisfactory time management styles of their professors. Other factors may have contributed to these findings.
4. Engaged time is a significant predictor of the students' academic achievement. This factor highly influences the passing rate of the nursing students in their professional subjects.
5. The proposed program will enhance the classroom management of university nursing professors using their time management.

## REFERENCES

- Best, J. (2004). Education Research, New York: McMillan & Co.
- Berliner, D.C. (2004) The half-full Glass: A Review of Research on Teaching. In P.L. Hosford (Ed.), Using What we Know About Teaching, Alexandria, VA: Association for Supervision and Curriculum Development.
- Brophy, J. (2006), "Teacher Effects Research and Teacher Quality," Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Borg, W.R. (2000), "Time and School Learning" In C. Denham & A. Lieberman (Eds.) Time to Learn, Washington, DC: U.S. Department of Education, National Institute of Education.
- Good, T. L., Grouws, D. A., & Ebmeier, H. (1993). Active Mathematics Teaching. New York: Longman.

Koike (2004), "The Academic Performance of Working Students at Centro Escolar University College of Education, Liberal arts, Music, Social Work," an unpublished master's thesis.

Locsin et. al. (2001), "An Evaluative Study on the Academic Achievement and Working Performance of Student Assistants of Dela Salle Lipa," an unpublished thesis.

Mahenab (2000), "Time Management and Task Performance District Supervisors of the Divisions of Cagayan; Proposal for Realistic Time Management Program," an unpublished thesis.

Marliave, R., & Filby, N. N. (1995). Success Rate: A Measure of Task Appropriateness. In C. W. Fisher & D. C. Berliner (Eds.), Perspectives on Instructional Time. New York: Longman.

Rosenshine, B. (2000), "How Time is Spent in Elementary Classrooms?" In C. Denham & A. Lieberman (Eds.), Time to Learn, Washington, DC: U.S. Department of Education, National Institute of Education.

Santrock, John W. (2004). Educational Psychology, 2<sup>nd</sup> Edition, New York: Mc Graw Hill.

Scanlan, Judith M., and Care, Dean W.,(2004) "Grade Infection: Should We Be Concerned." Journal of Nursing Education. Vol. 43, no. 10.