



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



Time Management and Teaching Performance among Maritime and Engineering Faculty Members: Basis for an Intervention Plan

Jake M. Laguador, Edwin M. Agena

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v2-i2/9783>

DOI: 10.6007/IJARPED/v2-i2/9783

Received: 17 April 2013, **Revised:** 19 May 2013, **Accepted:** 30 May 2013

Published Online: 24 June 2013

In-Text Citation: (Laguador & Agena, 2013)

To Cite this Article: Laguador, J. M., & Agena, E. M. (2013). Time Management and Teaching Performance among Maritime and Engineering Faculty Members: Basis for an Intervention Plan. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 32–51.

Copyright: © 2013 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 2(2) 2013, Pg. 32 - 51

<http://hrmars.com/index.php/pages/detail/IJARPED>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



www.hrmars.com

ISSN: 2226-6348

Time Management and Teaching Performance among Maritime and Engineering Faculty Members: Basis for an Intervention Plan

Jake M. Laguador

College of Engineering, Lyceum of the Philippines University – Batangas City, Philippines,
Email: jakelaguador@yahoo.com

Edwin M. Agena

Lyceum International Maritime Academy, Lyceum of the Philippines University – Batangas City,
Philippines

Abstract

This study aimed to determine the personal profile of the faculty members of Maritime and Engineering faculty members of Lyceum of the Philippines University (LPU) – Batangas City in terms of age, gender, civil status, mode of residence, place of residence, average teaching load in a year, number of teaching load preparation, length of teaching experience; and educational attainment. The primary variables used were the teaching performance of the faculty-respondents; time management practices of the faculty members in terms of their work time inside the classroom and campus; outside work time periods in terms of their personal schedule related and not related to work. The descriptive type of research was utilized in the study and survey questionnaire was used as the data gathering instrument. Maritime and Engineering obtained considerable high overall teaching performance. They have high level of time management practices inside and outside the classroom. Maritime faculty members have very high level in time management not related to work while Engineering faculty members have moderate level in personal schedule not related to work. Students' evaluation, department heads evaluation and observation, self evaluation as well as the over-all performance of the faculties were affected by age, gender, civil status, employment status, and teaching load.

Keywords: Engineering, Evaluation, Maritime, Teachers, Time Management.

Introduction

Accomplishment of duties and responsibilities within the boundaries of physical strengths and limitation of time would be more effective if priorities had been set through appropriate planning. Managing schedules between family and work has many considerations most especially for the teachers who have a lot of paper works and school activities. Time, speed and urgency

have become the obsession and part of everyday reality (Juretiæ, 2004). Facing the challenges of daily routine as teachers come to classrooms must be ready from all unexpected consequences might happen due to lack of preparations. Everyone must have control of their time.

Clammage (2001) examined that if one controls his time, he controls his life. Time is a precious commodity, everyone gets an equal share but one uses it very differently. Societies have different attitudes toward time, some are rushed and punctual, others are relaxed and disregard the clock, successful managers and professionals are future or goal oriented. Productive people have set their priorities and scheduled their time accordingly. Unsuccessful, unskilled workers are present oriented and unorganized, fatalistic and hedonistic. However, Duggins (2001) supports Clammage statement that since a lot of people waste time, there must be a lot of problem managing time.

Hence, personal profile has something to do with the efficiency and effectiveness of time being spent by an individual in his day-to-day activities. It is a factor necessary to determine various areas of personal concern for interpreting some phenomena and conditions that may arise on how individual manages his time appropriately. This study is necessary for the faculty members and department heads of maritime and engineering programs at Lyceum International Maritime Academy because geographically, the institution is relatively far from the heart of the city. Faculty members must be conscious of the time and distance they have to travel in going to and out of the school. They have to be at the campus on time to perform their scheduled tasks for the day.

Eventually, teachers must also be aware that punctuality is one trait that they should value. They cannot implement a policy and impose punishments to those students who always come to class late if these faculty members are the number one law breakers. In addition, class periods must also be managed effectively and efficiently with respect to time to give justice to the time spent by the students who expect that teachers must spend the time of the class in the most productive manner for quality education. In addition, environment and location are also factors which influence the LIMA faculty members to stay in the faculty room and do their respective tasks during their vacant periods. This study determined not only how they spent their time during class periods but also how they spent their spare time effectively.

Teaching performance is somehow affected by how one manages his time. Effectiveness of teaching can also be measured through managing the time suitably to the kind of situations that may possibly ensue in or out of the classroom setting. It is therefore necessary to compare the level of teaching performance and the level of time management of the faculty members.

Furthermore, Germin's (2001) study observed that time management is crucial for women, whether married, single or having children, employed or not employed, who must cope with the demands of both home and their career. According to Tio's (2000) study found out that teaching experience, age and average family income and educational attainment in terms of master's degree units earned did not make any significant difference or no significant effect on the teachers' level of time management efficiency.

Hence, this study aims to determine the personal profile of the faculty members of Maritime and Engineering programs in terms of age, gender, civil status, mode of residence, place of residence, average teaching load in a year, number of teaching load preparation, length of teaching experience; and educational attainment. This study reviewed the teaching performance of the faculty-respondents in terms of students' evaluation, dean's observation; department head's evaluation; self - evaluation; attendance; and overall result. Martin (2005) cited that performance reflects the achievement of results that would be considered extraordinary and motivation is the key to achieving the necessary level of performance. However, the definition also suggest another perspective, that of the manipulation of behavior at the whim of another for the benefit, pleasure or entertainment of others.

Time management of the faculty members was evaluated by the teachers themselves in terms of their work time inside the campus during class periods and how they spent their time during vacant periods. It is the utmost intention of the researchers to enhance the time management skills of the faculty members in LPU by developing an intervention plan which will help them to become more effective and efficient teachers, professionals and individuals.

Objectives of the Study

This study attempted to determine the level of time management practices and the teaching performance of the faculty members in Lyceum International Maritime Academy. The study was guided with the following objectives:

1. To determine the personal profile of the faculty members in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Mode of transportation;
 - 1.5 Employment Status;
 - 1.6 Place of Residence;
 - 1.7 Average teaching load in a year;
 - 1.8 Average Number of teaching load preparation;
 - 1.9 Length of Teaching Experience; and
 - 1.10 Educational Attainment.
2. To analyze the level of teaching performance of maritime and engineering faculty members based on the faculty performance evaluation results from S.Y. 2007-2008 in terms of:
 - 2.1 Students' Evaluation;
 - 2.2 Dean's Observation;
 - 2.3 Department Head's Evaluation;
 - 2.4 Self evaluation;
 - 2.5 Attendance; and
 - 2.6 Overall Result.

3. To analyze the rate of occurrence and level of time management practices of maritime and engineering faculty members as perceived by themselves during work time in terms of:
 - 3.1 Inside the classroom time management; and
 - 3.2 Outside the classroom time management.
4. To analyze the rate of occurrence and level of time management of Maritime and Engineering Faculty Members as perceived by the students during class period;
5. To examine the significant relationship between the personal profile and the level of teaching performance of Maritime and Engineering faculty members in LPU.
6. To examine the significant relationship between the teaching performance and the time management practices of Maritime and Engineering faculty members in LPU?
7. To develop an intervention plan on the basis of the findings of the study.

Hypothesis

This study was guided by the following hypotheses:

1. There is no significant relationship between the personal profile and the level of teaching performance of Maritime and Engineering faculty members in LPU.
2. There is no significant relationship between the teaching performance and the time management practices of Maritime and Engineering faculty members in LPU.

Materials and Methods

The descriptive type of research was utilized in the study. Descriptive survey method is appropriate for data derived from simple observational situations, whether these are actually physically observed or observed through the use of a questionnaire or poll techniques (Zulueta & Costales, 2003).

Participants

Maritime and Engineering Faculty members both full-time and part time of Lyceum of the Philippines University – Batangas City were the respondents of the study.

Instrument

The survey questionnaire for determining the Time Management Practices of Maritime and Engineering Faculty Members in Lyceum International Maritime Academy was adapted from the Time Management Survey for business people prepared by Barry Demp Coaching and from Dionio (2005) wherein he determined the time management and work efficiency of engineering faculty members in universities and colleges in Davao Region. The questionnaire was modified to become more suitable to the faculty-respondents and setting of the study. The questionnaire will try to measure two factors: the level of time management and the rate of occurrence being done by the faculty members.

Procedure

List of Faculty Members from Lyceum International Maritime Academy (LIMA) and College of Engineering (COE) was obtained from the Human Resource Management Department of Lyceum

of the Philippines University. To determine the level of teaching performance of maritime and engineering faculty members based on the faculty performance evaluation results were obtained from the Department of LIMA and COE. The researchers sent a letter to the Superintendent of LIMA and to the Dean of the College of Engineering asking permission to get a copy of the evaluation result of their faculty members.

The survey questionnaire was administered by the researchers to the students personally to answer some questions of the students if there were some parts of the questionnaire which were not clear to the respondents. The set of questionnaire for the faculty members was given to them to evaluate their time management practices. The researchers retrieved 100 percent of the questionnaire from all the respondents.

In the Time Management Checklist, the respondents were offered five options to determine the level of time management of the faculty members during and outside work time. To arrive at a verbal description of each item, the arbitrary numerical guide was followed: 5 - Very high (VH); 4 - High (H); 3 - Moderate (M); 2 - Low (L); and 1 - Very Low (VL). The respondents were given five options and the description to determine the frequency of occurrence which they performed certain time management practices. 5 - Always (A) - when the specified condition takes place in 91 - 100% of the situations; 4 - Often (O) - when the specified condition takes place in 71 - 90% of the situations; 3 - Sometimes (S) - when the specified condition takes place in 36 - 70% of the situations; 2 - Rarely (R) - when the specified condition takes place in 10 - 35% of the situations; and 1 - Never (N) - when the specified condition takes place in 0 - 9% of the situations.

Analysis

Frequency count, percentage, weighted mean, rank, eta-square and Person-product moment correlation coefficient were the statistical tools used in the study to analyze and interpret the data gathered from the survey instrument.

Results and Discussion

Majority of respondents comprise 31-35 years old and above 40 years old with both 9 or 34.60 percent followed by 36 - 40 age bracket with 5 or 19.20 percent and 26-30 years old with 2 or 7.70 percent. The least age bracket is 20 - 25 years old with only 1 or 3.80 percent. Majority of the respondents are male with 15 or 57.70 percent while the 42.30 percent comprise the 11 female respondents. The Engineering and Maritime fields of specialization are still dominated by male faculty members. There are 22 or 84.60 percent of the faculty members are already married while only 4 respondents or 15.40 percent are single. Nobody has a civil status of widowed and separated. It only means that majority of the faculty members have good family relationships and strong marriage life.

Majority of the respondents are using public utility vehicles with 17 or 65.40 percent while 9 of them or 34.60 percent own private cars in going to the campus. Seventeen or 65.40 of the respondent-faculty members have full time employment status while 9 of them or 34.60 percent have part time status. Majority of the faculty members of Engineering and Maritime are

bachelor's degree holders and with units earned in Master's degree with both 9 respondents or 34.60 percent followed by master's degree and with units in doctorate degree with both 4 respondents or 15.40 percent. The Dean of the College of Engineering who already finished his doctorate degree is not included as one of the respondents of the study.

Most of the faculty members have an average of below 24 hours/week teaching load in a year with 9 or 34.60 percent followed by 24 – 27 hours/week, 28 – 30 hours/week and 31 – 33 hours/week which have 4 respondents each or 15.40 percent. There are only 2 respondents or 7.70 and 1 respondent or 3.80 with 38 – 40 hours/week and 34 – 37 hours/week respectively. Majority of the excess loads of the faculty members from the regular load of 24 or 27 hours/week is due to the unavailability of the faculty members who will handle the subject and most of these excess hours or subjects loaded to these faculty members are only temporary loads.

Majority of the Maritime and Engineering faculty members have 4 – 6 subjects average number of teaching preparation in a year with 11 or 42.30 percent followed by the group of faculty members with 1 – 3 subjects preparation composed of 10 or 38.50 and 7 – 10 subjects preparation which comprised of 3 or 11.50 percent. Only two faculty members or 7.70 percent have above 10 subjects average of teaching preparation in a year. These subject preparations from 4 and 10 above teaching preparations are happening mostly to the College of Engineering due to the small number of enrollees with only one section per course and year level.

In terms of teaching experience, most of them have 5 years and below experience in teaching with 8 or 30.80 percent followed by 11 – 15 years of teaching experience and 6 – 10 years with 7 or 26.90 and 6 or 23.10 percent respectively. There are only 5 or 19.20 percent of them have 16 – 20 years of experience in teaching, while nobody has above 20 years length of teaching experience.

Table 1 presents level of teaching performance of Maritime and Engineering Faculty Members based on the Faculty Performance Evaluation Results.

Table 1. Level of Teaching Performance of Maritime and Engineering Faculty Members Based on the Faculty Performance Evaluation Results

Item	Maritime Faculty		Engineering Faculty	
	Rating	Descriptive Rating	Rating	Descriptive Rating
Dean's Evaluation	35.35	Excellent	34.31	Very Satisfactory
Dean's Observation	32.80	Very Satisfactory	31.69	Very Satisfactory
Student's Evaluation	14.38	Excellent	14.78	Excellent
Self-Evaluation	4.89	Excellent	4.94	Excellent
Attendance	4.96	Excellent	4.97	Excellent
Over-all Performance	92.38	Very Satisfactory	90.69	Very Satisfactory

Maritime Dean's Evaluation to the faculty members is higher compared to the COE Dean's Evaluation of the faculty. Faculty members of Maritime obtained an average rating of 35.35 percent with Excellent Descriptive rating while COE faculty members obtained an average rating of 34.31 percent with very satisfactory descriptive rating. It worthy to note that Marine Faculty Members have longer length of teaching experience compared to COE Faculty Members. Deans are objective in rating their faculty members. They rate the faculty with impartiality and detached to their personal connections or relationship to the faculty members being rated.

Maritime Dean's Observation to the faculty members is again higher compared to the COE Dean's Observation of the faculty. Faculty members of Maritime obtained an average rating of 32.80 percent with Very Satisfactory Descriptive rating while COE faculty members obtained an average rating of 31.69 percent with the same rating. This can also be associated with the number of years teaching a particular subject by the Instructor. They have the mastery of subject or lesson when they already teaching the subject for many years. Compared to the faculty members of Engineering, most of them are newly hired faculty and with part time status.

When it comes to students' evaluation, COE Faculty members obtained higher rating of 14.78 percent with Excellent Descriptive Interpretation compared to the Maritime students' evaluation rating of 14.38 percent with also Excellent Verbal interpretation.

In Self-Evaluation and Attendance, COE Faculty Members obtained 4.97 percent and 4.94 respectively with Excellent verbal interpretation which is higher compared to the rating obtained by Maritime Faculty members with the same verbal interpretation with little rating differences. The ratings in attendance of Maritime and COE faculty members were almost the same with only 0.01 difference. This implies that both departments have faculty members who always make sure to attend their classes regularly as attested by the small number of absences.

In over-all performance, Maritime Faculty Members obtained a higher rating of 92.38 percent compared to the performance rating of COE Faculty members with 90.69 percent with both very satisfactory descriptive rating. This only signifies that Maritime and COE Faculty members are performing well in their duties and responsibilities when it comes to instruction. Number of teaching load in connection with their preparation has something to do with the dean's observation based on the results obtained in Table 5. Due to the limited number of students in the College of Engineering, Faculty members sometimes tend to handle one subject for only one section. If they handling 6 sections with different subjects, they have to prepare also 6 different lessons in a week. Compared to Marine Faculty members, they have many students and sometimes they have large number of teaching load but are only preparing for three to five subjects in a week.

Perception of the Maritime Faculty on the Rate of Occurrence and Level of Time Management Practices During Work Time in Terms of Inside the Classroom Time Management

Maritime Faculty Members agree that they have very high level of time management and they are always using seat plan for attendance instead of calling the names of each student with both

weighted mean score of 4.75 for the rate of occurrence and level of time management. This is the practice needed by the faculty members during Dean's or Superintendent's observation and Accreditation visit that seat plan must always ready together with the syllabus which serves as the lesson plan or guide of the faculty. Seat plan is very useful in calling the names of the students more effectively to save the remaining time of the subject for productive discussion and learning process. They also have very high level of time management in motivating students and giving them real reason for learning (WM = 4.67) and although they are always doing that, it was one of least rated items in terms of its rate of occurrence inside the classroom (WM = 4.50) which ranked 11.5. This implies that they are doing it effectively but they are performing other classroom tasks more importantly than this.

Faculty members have managed excellently the time allotted for rendering assistance to students' learning in the classroom (WM 4.67) but it was often being done with the rate of occurrence of 4.33; always showing degree of patience in dealing with students (WM = 4.58) with a rate of occurrence (WM = 4.75); providing enough time for the students to review before giving the examination or written test (WM = 4.58) with rate of occurrence of WM = 4.50.

Faculty members have managed very satisfactorily the time allotted for using devices and making an illustration at the blackboard to make abstract ideas more vivid in the minds of the students (WM = 4.25) which is always being done in the classroom (WM = 4.83); assigning outside work that will be challenging to the students what to do and how to do it (WM = 4.25) which is often being performed (WM = 3.92); providing adequate opportunities for students to raise questions regarding points on which additional information for explanation is desired (WM = 3.92) which is always being carried out in the class (WM = 4.58) and conducting remedial work after knowing the defects of the students (WM = 3.67) which is often being accomplish in the class. These are the least rated items by the Maritime faculty members.

The composite mean score of 4.41 shows that the Maritime faculty members have very satisfactorily managed their time inside the classroom and they are always performing these classroom management tasks during class periods as manifested by the computed mean score of 4.52 for the rate of occurrence. This also implies that Maritime Faculty members performed these practices during work time periods inside the classroom time management persistently with high degree of effectiveness when it comes to the use of scheduled task.

COE Faculty members have managed very satisfactorily the time allotted for the presentation of the lesson to develop effective learning (WM = 4.36) with 4.57 weighted mean rate of occurrence; implementing classroom supervision (WM = 4.36) and enhancing the progress of students toward educational objectives (WM = 4.33) with rates of occurrence of 4.43 and 4.36 respectively. This implies that Engineering faculty members always provide high degree of importance in delivering the lessons inside the classroom with effective classroom guidance to improve the students' learning outcome.

They always perform the tasks inside the classroom in providing adequate opportunities for students to raise questions regarding points on which additional information for explanation is desired (WM = 4.57); Maintenance of classroom rules and regulation (WM = 4.64); Presentation of the lesson to develop effective learning (WM = 4.57); using devices and making an illustration at the blackboard to make abstract ideas more vivid in the minds of the students (WM = 4.57).

Perception of the Engineering Faculty on the Rate of Occurrence and Level of Time Management Practices During Work Time in terms of Inside the Classroom Time Management
COE Faculty Members also believe that they manage their time very satisfactorily in motivating students and giving them real reason for learning (WM = 3.71); Motivating students and giving them real reason for learning (WM = 3.71); Conducting remedial work after knowing the defects of the students (WM = 3.71) and Giving attention to student consultation time (WM = 3.57) but these are the least rated items.

They also often observe and do the tasks of recognizing the progress and solving instructional problems (WM = 4.07); recognizing the progress and solving instructional problems (WM = 4.00); Giving attention to student consultation time (WM = 3.93); Providing enough time for the students to review before giving the examination or written test (WM = 3.86) and rendering assistance to students' learning in the classroom (WM = 3.79).

The computed composite mean score of 4.02 shows that the COE faculty members have very satisfactorily managed their time inside the classroom and they are often performing these classroom management tasks during class periods as manifested by the computed mean score of 4.25 as the rate of occurrence. This also implies that Engineering Faculty members perform these practices during work time periods inside the classroom time management frequently with high degree of effectiveness when it comes to the use of scheduled task.

Perception of the Maritime Faculty on the Rate of Occurrence and Level of Time Management Practices During Work Time in terms of Outside the Classroom Time Management

Maritime Faculty Members always submit the grades of students (WM = 4.92) and major exams (WM = 4.83) on – time with 4.22 and 4.67 rate of occurrence respectively. They always cooperate in planning and implementing the goals and objectives of the department (WM = 4.75), always plan the lesson according to the objectives of the course (WM = 4.67) and always work on the highest priority items first (WM = 4.67). These are the five items with the highest frequency in time management or being done always by the LIMA faculty members. This implies that Maritime Faculty members are following the rule on submission of major examination three days before the date of exam. They also make it sure to submit the grades of the students ten (10) days after the final examination of the students. They also know how to prioritize the lessons to deliver in the classroom and they also participate in the achievement of plans and goals of the department.

They often attend regular faculty meetings, committee works (WM = 4.33), community extension activities (MW = 3.50) and have some time to conduct action or institutional research for the

college (WM = 2.83). These are the three least rated items on the rate of Occurrence during work time in terms of outside the classroom time management.

In terms of level of time management on how efficient they handle the task during work time outside the classroom, Maritime Faculty members deemed to have very high level of time management in planning the lesson according to the objectives of the course (WM = 4.83), cooperating in planning and implementing the goals and objectives of the department (WM = 4.67), submitting the major exams on time (WM = 4.67) and reports and other requirements on time (WM = 4.50). This implies that Maritime Faculty members managed their time excellently in such a way that the tasks are completed within 50% of the time required to finish it .

Faculty members deem to have moderate level of time management in attending Community Extension Activities of the school and the college (WM = 3.25) and having time to conduct action/institutional research for the college (WM = 3.25). This implies that the Maritime faculty members manage their time satisfactorily in these two items which obtain the lowest rating in rate of occurrence and level of time management. As much as possible classes must not be disrupted during class days and periods that is one of the reasons why faculty members have not enough time to perform their responsibility in extending their time in the community works of Maritime. Since most of the faculty members of Maritime are not Master's degree holders, they don't have the enthusiasm and eagerness to conduct institutional research. But they have to exert effort of asking somebody from the General Education Department to work with them in the research. Because, it is one of the functions of the faculty members to carry – out during their stay in LPU. Most especially, Maritime programs are being accredited to Level 3 status wherein research outputs are being looked into by the accrediting body.

The composite mean score of 4.39 in the level of frequency in the practices during work time outside the classroom time management has an Always verbal interpretation which means that Maritime Faculty members are constantly performing almost majority of the tasks mentioned with high degree of time management as manifested by the weighted mean score of 4.26.

Perception of the Engineering Faculty on the Rate of Occurrence and Level of Time Management Practices During Work Time in terms of Outside the Classroom Time Management

Engineering Faculty Members always plan the lesson according to the objectives of the course (WM = 4.79) and submit the grades of the students on time (WM = 4.79). They always work on the highest priority items first (WM = 4.71), limit excessive socialization during business hours (WM =4.64), submit the major exams on time (WM =4.57) and on time for appointments and expect the same of others (WM = 4.57). These are the six items with the highest frequency or rate of occurrence in time management or always being done by the Engineering faculty members. Since most of the faculty members of Engineering have many preparations due to the small number of students, they have to prepare different lessons for different subjects in a week. They also follow the deadline of when to submit the grades of the students ten days after the

final examination. The Dean is always reminding his faculty members to submit the grades earlier than 10 days.

They often observe punctuality and attendance (WM = 4.43), cooperate in planning and implementing the goals and objectives of the department (WM = 4.00), attending community extension activities (WM = 3.50) and having some time to conduct action/institutional research for the college (WM = 2.57). These are the three least rated items on the rate of Occurrence during work time in terms of outside the classroom time management. Since most of the faculty members of Engineering are married and mothers, they have to arrange first the things needed by their children every morning mostly especially the uniform to wear, the breakfast and lunch. They sometimes come to school late because of their maternal obligations.

Attending community extension is another tasks of the faculty which is sometimes being overlooked because of their many duties and responsibilities not only as teacher but also as parents and family members. Conducting research is also being missed because of their teaching load which is sometimes more than 24 units or hours a week or more than 30 due to lack of faculty members to handle the subject. It is difficult to look for Engineers who will devote his time and profession to teaching because they are registered and licensed engineers. If they will compare the benefits and the nature of work of a teacher and an engineer in a company or industry, they will rather choose the latter due to the volume of work in the academe. That is why, many of the faculty members of College of Engineering are working part time because they want also to experience working outside the academe.

In terms of level of time management on how efficient they handle the task during work time outside the classroom, Engineering Faculty members deemed to have very high level of time management in observing on time for appointments and expect the same for others (WM =4.71), working on the highest priority items first and submitting of grades on time (WM =4.57). This implies that Engineering Faculty members managed their time excellently on these given responsibilities in such a way that the tasks are completed within 50% of the time required to finish it.

Faculty members deem to have moderate level of time management in attending Community Extension Activities of the school and the college (WM = 3.29) and low level in having time to conduct action/institutional research for the college (WM = 2.21). This implies that the Engineering faculty members managed their time satisfactorily in these two items obtained the lowest rating in rate of occurrence and level of time management.

The composite mean score of 4.30 in the level of frequency has an "Often" verbal interpretation which means that Engineering Faculty members somehow frequently performing almost majority of the tasks mentioned with high level of time management as manifested by the weighted mean score of 4.10. Faculty members have managed their time outside the classroom very satisfactorily.

Table 2 presents the perception of the students during class period on the rate of occurrence and level of time management practices of the Maritime Faculty Members.

Table 2. Perception of the Students During Class Period on the Rate of Occurrence and Level of Time Management Practices of the Maritime Faculty Members

Inside the Classroom	Rate of Occurrence			Level of Time Management		
	WM	VI	R	WM	VI	R
1. Motivating students and giving them real reason for learning	3.76	O	1	3.65	H	5
2. Presentation of the lesson to develop effective learning	3.59	O	8	3.60	H	7
3. Using devices and making an illustration at the blackboard to make abstract ideas more vivid in the minds of the students.	3.65	O	4	3.73	H	2
4. Providing adequate opportunities for students to raise questions regarding points on which additional information for explanation is desired.	3.54	O	11	3.58	H	8
5. Showing degree of patience in dealing with students.	3.63	O	6	3.62	H	6
6. Assigning outside work that will be challenging to the students what to do and how to do it.	3.64	O	5	3.55	H	9.5
7. Providing enough time for the students to review before giving the examination or written test.	3.57	O	9.5	3.51	H	11
8. Conducting remedial work after knowing the defects of the students	3.57	O	9.5	3.38	M	13
9. Giving attention to student consultation time.	3.32	S	15	3.09	M	15
10. Recognizing the progress and solving instructional problems	3.37	S	14	3.46	M	12
11. Rendering assistance to students' learning in the classroom	3.43	S	13	3.33	M	14
12. Maintenance of classroom rules and regulation	3.50	O	12	3.55	H	9.5
13. Implementing classroom supervision.	3.69	O	3	3.69	H	3
14. Enhancing the progress of students toward educational objectives.	3.70	O	2	3.77	H	1
15. Using seat plan for attendance instead of calling the names of each student.	3.62	O	7	3.68	H	4
Composite Mean	3.57	O		3.54	H	

Based on the students' perception during class period on the frequency of occurrence and level of time management practices that the Maritime Faculty Members have high level in managing their time in enhancing the progress of students towards educational objectives (WM = 3.77) and they also often perform the task well (WM = 3.70); they use devices and making an illustration at

the blackboard to make abstract ideas more vivid in the minds of the students (WM = 3.73) with high level of efficiency and often do this task as well (WM = 3.65); they implement classroom supervision (WM = 3.69) and often perform the task too (WM = 3.69).

LIMA faculty members deem to have moderate level of time management in recognizing the progress and solving instructional problems (WM = 3.46) with weighted mean score of 3.37 which fall within the "Sometimes" verbal interpretation in frequency or rate of occurrence; conducting remedial work after knowing the defects of the students (WM = 3.38) with 3.57 weighted mean score and verbally interpreted as "Often"; rendering assistance to students' learning in the classroom (WM = 3.33) with 3.43 weighted mean score and verbally interpreted as "Sometimes" and giving attention to student consultation time (WM = 3.09) with 3.32 mean score and verbally interpreted as "Sometimes".

The composite mean score of 3.57 in the level of frequency has an "Often" verbal interpretation which means that Maritime Faculty members somehow frequently performing almost majority of the tasks mentioned with high level of time management as manifested by the weighted mean score of 3.54. These results given by the students are lower than the composite mean given by the Maritime Faculty members themselves with 4.52 as composite mean for rate of occurrence and 4.41 in the level of time management. This implies that most of the students do not recognize the efforts of the Maritime faculty members in giving them attention during consultation hours, recognizing their progress and rendering them assistance inside the classroom. Teachers must emphasize these tasks to get the attention of the students.

Table 3 presents the perception of the students during class period on the rate of occurrence and level of time management practices of the Engineering Faculty Members.

Table 3. Perception of the Students During Class Period on the Rate of Occurrence and Level of Time Management Practices of the Engineering Faculty Members

Inside the Classroom	Rate of Occurrence			Level of Time Management		
	WM	VI	R	WM	VI	R
1. Motivating students and giving them real reason for learning	3.90	O	12	3.90	H	12
2. Presentation of the lesson to develop effective learning	4.07	O	6	4.06	H	8
3. Using devices and making an illustration at the blackboard to make abstract ideas more vivid in the minds of the students.	4.16	O	4	4.16	H	5
4. Providing adequate opportunities for students to raise questions regarding points on which additional information for explanation is desired.	4.03	O	7.5	4.14	H	6
5. Showing degree of patience in dealing with students.	4.25	O	1	4.28	H	1.5
6. Assigning outside work that will be challenging to the students what to do and how to do it.	4.18	O	2.5	4.27	H	3
7. Providing enough time for the students to review before giving the examination or written test.	3.72	O	13	3.73	H	13
8. Conducting remedial work after knowing the defects of the students	3.60	O	14	3.65	H	14
9. Giving attention to student consultation time.	3.30	S	15	3.30	M	15
10. Recognizing the progress and solving instructional problems	3.95	O	10	4.02	H	9.5
11. Rendering assistance to students' learning in the classroom	4.12	O	5	4.17	H	4
12. Maintenance of classroom rules and regulation	3.93	O	11	3.97	H	11
13. Implementing classroom supervision.	4.18	O	2.5	4.28	H	1.5
14. Enhancing the progress of students toward educational objectives.	4.03	O	7.5	4.09	H	7
15. Using seat plan for attendance instead of calling the names of each student.	4.02	O	9	4.02	H	9.5
Composite Mean	3.96	O		4.00	H	

Based on the students' perception during class period on the frequency of occurrence and level of time management practices that the Engineering Faculty Members have high level in managing their time in showing degree of patience in dealing with students (WM = 4.28) with weighted mean score of 4.25 which fall within the "Often" verbal interpretation in the frequency or rate of occurrence; implementing classroom supervision (WM = 4.17) which has a frequency of occurrence weighted mean score of 4.18 with "Often" verbal interpretation; assigning outside work that will be challenging to the students what to do and how to do it (WM = 4.27) which has a frequency of occurrence weighted mean score of 4.18; and rendering assistance to students' learning in the classroom (WM = 4.17) with frequency of occurrence weighted mean of 4.12.

Engineering faculty members deem to have high level of time management in motivating students and giving them real reason for learning (WM = 3.90) which has rate of occurrence weighted mean score of 3.90; providing enough time for the students to review before giving the examination or written test (WM = 3.73) with 3.72 weighted mean for rate of occurrence;

conducting remedial work after knowing the defects of the students (WM = 3.65) with 3.60 weighted mean for frequency of occurrence and giving attention to student consultation time (WM = 3.30) with “Moderate” verbal interpretation for the level of time management and “Sometimes” for rate of occurrence. These are the least rated tasks of the faculty members in the College of Engineering. This implies that sometimes they do not have enough time to give their students a chance to review what they learned the last time they met before they start the examination, most especially before the quiz starts. Faculty members also sometimes fail to determine the defects of their students and what areas in the lesson needed for a remedial class.

The composite mean score of 3.96 in the level of frequency has an “Often” verbal interpretation which means that Engineering Faculty members somehow frequently performing almost majority of the tasks mentioned with high level of time management as manifested by the weighted mean score of 4.00. These results given by the students are lower than the composite mean given by the Engineering Faculty members themselves with 4.22 as composite mean for rate of occurrence and 4.02 in the level of time management. But in the level of time management, there is only a difference of 0.02 from the responses of both respondents. This means that, in general, they have the same level of perception when it comes to the time management inside the classroom. Therefore, in order to manage the classroom better, teachers should make students aware of their learning objectives for the day and it is sometimes helpful to put an outline for that day’s class on an overhead transparency or in one corner of the board to indicate not only what activities will be doing and what exercises/problems that will be working on, but how much time that will be allotting each part of the class (McKenzie, 2006).

Table 4 presents the relationship between the personal profile and the level of teaching performance of Maritime and Engineering Faculty Members in LPU.

Table 4. Relationship Between the Personal Profile and the Level of Teaching Performance of Maritime and Engineering Faculty Members in LPU

Personal Profile	Teaching Performance					
	Student	DHE	DHO	Self	Attendance	Over-All
Age	0.020	0.001	0.678	0.559	0.308	0.001
Gender	0.125	0.793	0.009	0.225	0.506	0.514
Civil Status	0.689	0.725	0.306	0.010	0.383	0.503
Mode of Transportation	0.445	0.241	0.162	0.359	0.500	0.909
Employment Status	0.332	0.028	0.083	0.922	0.655	0.170
Educational Attainment	0.861	0.868	0.419	0.424	0.589	0.958
Teaching Load	0.495	0.773	0.005	0.701	0.483	0.509
Preparation	0.868	0.728	0.256	0.904	0.503	0.828
Teaching Experience	0.294	0.167	0.136	0.254	0.419	0.259

Significant if $p_{computed} < 0.05$

Based on the table, the resulted p-values of age (0.020 and 0.001), gender (0.009), civil status (0.010), employment status (0.028), and teaching load (0.005) were less than 0.05 level of significance, therefore the null hypothesis of no significant relationship between the teaching

performance and the personal profile of the respondents' is rejected. This means that students' evaluation, department heads evaluation and observation, self evaluation as well as the over-all performance of the faculties were affected by the mentioned personal profile.

Students' and Department heads' evaluation and overall rating have something to do with the age of the faculty members. Based on the results, students and department heads rated the faculty members with above 40 years old higher than those teachers below 40 years old. The department heads' observation has something to do with the gender of the faculty members. Department heads rated the male faculty members higher than the female faculty members. This means that male faculty members received higher rating in department head's observation compared to female counterparts.

In terms of civil status, married faculty members rated their self-evaluation higher than the single faculty members. Self-evaluation of faculty members has something to do with the civil status. This means that married faculty members have higher self-evaluation rating compared to the single faculty members. Department heads' evaluation has something to do with employment status, Department heads rated full time faculty members higher than the part time faculty members. This means that full time faculty members received higher rating in department head's evaluation than part time faculty members.

Department heads' observation has significant relationship with the teaching load of the faculty members. Department heads rated the faculty members with below 27 units teaching load higher compared to those teachers with 28 teaching load and above. This means that faculty members with 27 units or below teaching load received higher rating in department head's observation than those with 28 units teaching load and above. Teaching performance in terms of attendance does not depend primarily on the respondents' personal profile such as mode of transportation, educational attainment, preparation and teaching experience.

Table 5 presents the relationship between the teaching performance and the time management practices of Maritime and Engineering Faculty Members in LPU

Table 5. Relationship Between the Teaching Performance and the Time Management Practices of Maritime and Engineering Faculty Members in LPU

Teaching Performance in terms of:	r	p-value	Interpretation
Students' Evaluation	0.188	0.428	Not Significant
DH Evaluation	0.431	0.058	Not Significant
DH Observation	-0.018	0.939	Not Significant
Self Evaluation	-0.054	0.820	Not Significant
Attendance	0.022	0.927	Not Significant
Over-all Performance	0.306	0.190	Not Significant

p-value < 0.01 = Significant

It can be gleaned from the table that the computed r values indicates almost negligible relationship (negative to positive) and the resulted p values are greater than 0.01 level of significance, thus the null hypothesis of no significant relationship between the teaching performance and the level of time management is accepted. This means that there is no relationship that exists between the treated variables. This signifies that the students' evaluation, Dean's Evaluation and Observation, Self-evaluation, attendance and overall performance have nothing to do with the level of time management practices of Engineering and Maritime Faculty Members. There is a possibility that a faculty member might have high students' evaluation but can either possibly have low or high level of time management practices.

Intervention Plan

With good time management skills, faculty members must have in control of their time and life, of their stress and energy levels. They make progress at work. They must able to maintain balance between work, personal, and family lives. They must have enough flexibility to respond to surprises or new opportunities. The intervention plan is designed to help the Engineering and Maritime Faculty members to enhance the level of their time management practices, inside and outside the classroom situations, during their vacant periods to become more productive and their personal work time period which can either be related or not related to work.

Conclusion

Majority of respondents are 31-35 years old and above 40 years old, male, married, using public utility vehicles, full time faculty members, with bachelor's degree and with units earned in Master's degree program, have an average teaching load of below 24 hours/week in a year, have 4 – 6 subjects average number of teaching preparation in a year, with 5 years and below teaching experience. Maritime and Engineering faculty members obtained "Very Satisfactory" Over-all Faculty performance evaluation which signifies that faculty members from both departments have competent instructional capabilities.

Faculty members managed their time inside and outside the classroom very satisfactorily and they are always performing the classroom management practices during class periods with high level of responsibility. Engineering and Maritime faculty members managed their time very satisfactorily inside the classroom as perceived by the students; during vacant periods as perceived by department heads and Personal Schedule Related to Work as perceived by themselves. Maritime faculty members managed their time not related to work "Excellently", while Engineering faculty members have satisfactorily managed their personal schedule not related to work.

Students and department heads rated the faculty members above 40 years old higher than those teachers below 40 years old. Married faculty members rated their self-evaluation higher than those single respondents. Department heads rated the male faculty members higher than female faculty members in terms of DH's observation; they rated full time faculty members higher than part timers in terms of DH's evaluation; they rated the faculty members with below 27 units teaching load higher compared to those teachers with 28 teaching load and above in terms of

DH's observation. Attendance does not depend primarily on the respondents' personal profile such as mode of transportation, educational attainment, preparation and teaching experience. The students' evaluation, Dean's Evaluation and Observation, Self-evaluation, attendance and overall performance have nothing to do with the level of time management practices of Engineering and Maritime Faculty Members.

Recommendations

Faculty members should know how to organize their priorities and tasks for a week or even for a day using a checklist or to-do list at night before sleeping or in the morning before going to school to at least review the duties they need to accomplish and to achieve more than what they expect which will also lead to save their time and energy. They should have the capability to avoid procrastination through controlling their idleness during work time period, identifying the causes of these and start fighting these habits and setting their immediate goals. They have to stay focus in obtaining their goals and always look forward towards the attainment of their personal objectives anchored to the corporate goal of the university.

They must always find time to release their stress by going to malls and parks during weekend to have quality time with family and children. Always keep a positive mental attitude towards a balance career and family life to make a sound decision necessary to maintain the tasks being handled to move in progress without delayed or hesitation of defects or failure. Constant and careful planning of work before starting it through asking the opinions of family or co-faculty members will provide better alternatives and larger picture of their task, project or assignment. It will lead to optimizing the efforts of achieving the prospective goals.

Vacant periods may be utilized in school checking of quizzes and activities of the students rather than doing it at home to spend more time with their children. They must finish their graduate studies enable for them to understand the processes and significance of conducting research to enhance more their teaching skills and improve the way lessons are being presented inside the classroom with supplementary information based from research findings.

The intervention plan proposed in the study must be considered and implemented to enhance more the level of time management practices of Faculty Members. Researchers who want to pursue a study related to time management practices of faculty members might use other variables for investigation to farther determine other factors which contribute to the teaching performance of faculty members.

References

- Clammage, K. (2001), Tips for Improving Time Management, http://www.dartmouth.edu/admin/acskills/lsg/time_tips.html
- Dionio, J. A. (2005). "Time Management and Work Efficiency of Engineering Faculty in the Universities and Colleges in Davao Region", Unpublished Dissertation, University of Southeastern Philippines, Davao City.

- Duggins, Laurie. (2001). Time Management. http://www.d.umn.edu/student/loom/acad/strat/time_manage
- Germins, Katie. (2001). Managing Your time, <http://www.campuslife.utoronto.ca/handbook/02001Managing>
- Juretiæ, K. (2004), Time Management – New Religion of our Age: ‘Time’ in Anglo-American Culture vs. ‘Vrijeme’ in Croatian Culture. *Journal of Economics and Business*, 22 (1) 53-68.
- Martin, J. (2005), *Organizational Behavior and Management: Third Edition*, London: Thomson Learning.
- McKenzie, A. (2006). Time Management in the Classroom, Teaching Assistants’ Training Program, University of Toronto. Available online: <http://www.teaching.utoronto.ca/Assets/CTSI+Digital+Assets/PDFs/time-management.pdf>
- Tio, J. D. (1999), “Level of Time Management Efficiency of Public Elementary School Teachers in the Division of Cadiz City, Unpublished Master’s Thesis, West Negros College.
- Zulueta, F. M., and Costales, Jr., N. E. B. (2003). *Methods of Research: Thesis-Writing and Applied Statistics*, Navotas, Metro Manila, Philippines: Navotas Press, ch. 5, pp. 75-76.