The study looked into how the 73 college instructors who were assigned to teach in the different degree programs of Northwestern University during the first semester of school year 1994-1995 managed their scheduled time in the classroom. It determined to what extent college instructors used their allocated time for engaged activities and for academic learning. Likewise, the study sought to determine significant differences in the instructors’ use of time when study also assessed the extent of correlation that existed between the college instructors’ time management and their performance rating.

Methodology

The study is basically a descriptive research which utilize observation and documentary analysis. The data used were the results of the observations on college instructor’s time management in the classroom by the assistant chief of higher education and the Supervisor II of the Commission on Higher Education (CHED), the former Department of Education, Culture and Sports (DECS) of Region I, and the researcher herself being the dean of the College of Teacher Education (CTE) in Northwestern University at the time of the study.

The main method used in gathering data for the study was observation of college instructors’ management of classroom time.

The data gathered were treated statistically using percentage, mean, standard deviation, analysis of variance and Pearson r. The microstat computer package program was used in the computation of data.

Findings

Analysis of data revealed that majority of the respondents belonged to the age group, 21-25 years. There was an almost
equal number of male respondents (50.68%) and female respondents (49.32%).

Generally, instructors in all the degree programs utilized 75.92% of the time allocated for a subject or class. Of these, 40.15% was spent as engaged time and 35.77% as academic learning time.

When grouped according to profile variables, differences on classroom time management were not highly significant, except on presentation and feedback along engaged time and written activities along academic learning time.

The study also revealed that instructors with high performance ratings spent a shorter time in lesson presentation and had a shorter unused time and those with low performance who spent longer time in presentation and more unused time.

Conclusions

Base on the foregoing findings, the following conclusions were drawn:

1. Engaged time is generally utilized by the college faculty members to lecture on the concepts and theories, facts, postulates, assumptions and opinions related to the subjects assigned to them.
2. Academic learning time is generally used for actual student learning activities.
3. College instructors use time in the classroom in varied ways depending upon variables, such as age, sex, civil status, educational qualifications, degree program, nature of appointment, years in service, performance rating and academic rank.
4. Apparently better performing college faculty members utilize less time for oral activities.
5. More time is spent for engaged time than for academic learning time among the college instructors.

Recommendations

In the light of the findings of this study and the conclusion drawn therein, the following recommendations are offered:

1. Colleges and universities should employ intensive supervision to be able to monitor instructors’ use of their allocated time.
2. The element of classroom time management should be included in the performance appraisal program of and institution.
3. More classroom activities should be planned so that engaged time is utilized to the fullest.

4. School administrators should make use of the results of this study as a basis in determining the time allocated for faculty-learner contact hours to increase the learning effectiveness at higher education level.

5. The school administrators should come up with a separate professional development program for faculty who are non-education graduates to take up professional education subjects.

A follow-up study must be undertaken to describe and compare the classroom time management of instructors of Northwestern University with that of other institutions.