J. Appl. Environ. Biol. Sci., 8(3)21-25, 2018

ISSN: 2090-4274
Journal of Applied Environmental and Biological Sciences
www.textroad.com

Role of Time Management Behavior and Perceived Control of Time in Personal and Professional Life of Teachers

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Received: November 2, 2017
Accepted: January 11, 2018

ABSTRACT

The study examined the relationship of time management behavior and perceived control of time with personal and job related outcomes among teachers. Time Management Behaviour Scale 1, Perceived Control of Time at Work Scale 2, Short Warwick Edinburg Mental Well-being Scale 3, Stress subscale of Depression Anxiety Stress Scale 4, Job Satisfaction Scale 5, In Role Job Performance Scale 6, and Role Overload Scale 7, were used for data collection from 300 university teachers. Pearson correlation revealed that time management behavior and perceived control of time are positively associated with well-being, stress, job satisfaction, job performance and role overload among teachers. The insights of the present study confirmed that time management behaviors plays a vital role in enhancing the well-being of teachers and reducing their stress and stressors life role overload. For the greater job satisfaction and high job performance, time management behaviors are essential to learn and practice.
KEYWORDS: Time management behaviours, perceived control of time, personal outcomes, professional outcomes

1. INTRODUCTION

The present study has focused on *The Process Model of Time Management* by Macan [8]. This model explains the functions of time management behavior in life of employees in organizations. It explains that time management behavior develops the perceptions of control of time which leads towards many positive consequences in the personal and professional life of the employees. Even the model is so comprehensive that is also describes the possible outcomes in terms of reducing stress while enhancing job satisfaction and job performance among the employees. Time management behavior is a set of skills or personal competencies required to use and management time effectively. Perceived control of time is an individual's perceptions that time his under his or her own control and it can be effectively used will personal will. Perceived control of time is an individual's perceptions that time his under his or her own control and it can be effectively used will personal will.

The Process Model of Time Management has three elements. The first element is time management behavior. The second element is perceived control of time. The third element is related to the outcomes. Macan [9] integrated these elements to form a process of time management. Existing research on the role of time management and perceived control of time in the personal life of employees confirmed that time management enhances well-being and reduces the level of stress. In professional life, time management behavior and perceived control of time is an importance correlate of high job satisfaction and high job performance. Time management behavior and perceived control of time is also effectively used to management the most highly experienced modern day stress of role overload. The present study is a correlational research on personal and professional life outcomes of time management behavior and perceived control of time among university teachers. On the basis of the existing literature, the present study anticipated that time management behavior and perceived control of time will be positively correlated with well-being [10, 11, 12], jab satisfaction [13, 14] and job performance [2, 15] whereas negatively correlated with stress [16, 17] and role overload among teachers [1, 18].

2. METHOD

Sample of University teachers (N = 100) with age ranged from 30 to 55 years (M = 45.23, SD = 12.23) participated in the present study from Islamabad, Province of the Punjab, Khyber-Pakhtunkhwa and Gilgit-Biltistan. The data was collected on the basis of inclusion and exclusion criteria. The inclusion-exclusion criterion was based on fulltime regular employment and at least one year of job experience. Contractual and visiting university teachers

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were not included in the sample. Only HEC recognized universities were visited for data collection. For this purpose list of HEC recognized universities was obtained from HEC Islamabad. Employees of DAI (Degree Awarding Institutions) were also not included in the sample. Both public (n = 71, 71%) and private sector university teachers (n = 29, 29%) participated in this research. Male (n = 64, 64%) and female university teachers (n = 36, 36%) were part of sample. Participants exhibited three different qualification levels including masters (n = 12, 12%), M. Phil (n = 58, 58%) and PhD (n = 30, 30%). Both single (n = 43, 43%) and married teachers (n = 57, 57%) participated in this research. Purposive sampling technique was used for data collection.

In the present study, seven instruments were used to collect the data from participants. Time Management Behaviour Scale [1] comprising of 29 items, Perceived Control of Time at Work Scale [2] comprising of 29 items, Short Warwick Edinburg Mental Well-being Scale [3], comprising of 7 items, Stress subscale of Depression Anxiety Stress Scale [4] comprising of 7 items, Job Satisfaction Scale [5] comprising of 6 items, In Role Job Performance Scale [6] comprising of 3 items, Role Overload Scale [7] comprising of 5 items were used for data collection. The scales were based on Likert-type response pattern and scores were interpreted in terms of low and high scores.

The university teachers were approached in their respective institutions situated in Islamabad, Province of the Punjab, Khyber-Pakhtunkhwa and Gilgit-Biltistan. Teachers were briefed about the study being conducted. They were told that data will be utilized for drawing inferences for the present study. After short briefing, written informed consent was obtained from the participants before administering the questionnaires. All the data was collected from teachers well before midterm examinations. The researcher addressed the queries of participants. Return rate was 65% as 100 out of 150 questionnaires were returned. No incentive was given for research participation. After the completion of the scales, the researcher appreciated and thanked the participants for sharing the valuable information. The departmental and APA ethical considerations were also deliberated by the researcher at every step of data collection. The collected data was entered carefully and analyzed by SPSS software.

3. RESULTS

Descriptive statistics, alpha coefficients, range statistics, univariate analyses and Pearson correlation among variables was computed.

Table 1
Psychometric properties of study variables

					Range			
Variables	***N***	***M***	***SD***	**α**	**Potential**	**Actual**	**Skewness**	**Kurtosis**
Time management behaviour	100	60.20	12.32	.83	0-96	27-96	-.13	.44
Perceive control of time	100	16.83	27.41	.73	5-25	8-23	-.13	.85
Well-being	100	25.69	3.94	.76	7-35	8-33	-.37	.61
Stress	100	15.87	4.04	.73	0-21	10-20	-.28	-.11
Job satisfaction	100	26.19	6.13	.72	6-30	19-29	.20	-.39
Job performance	100	43.32	9.17	.82	7-49	23-48	.34	.76
Role overload	100	33.49	5.01	.77	10-50	19-46	-.41	.36

Table 1 shows psychometric properties. Reliability analysis shows that all study variables have high internal consistency as all coefficients have greater than .70 magnitude. The values of skewness and kurtosis for all variables are less than 1 which indicates that data is normally distributed.

Table 2
Pearson product moment correlation among study variables

Variables	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1. Time management behaviour	-	.32***	.28***	-.24**	-.42***	.32***	.23**
2. Perceive control of time		-	.29***	-.37***	-.39***	.48***	.38***
3. Well-being			-	-.48***	-.19*	.23**	.61***
4. Stress				-	.39***	-.50***	-.24**
5. Role overload					-	-.44***	-.40***
6. Job satisfaction						-	.59***
7. Job performance							-

*p < .05.**p < .01.***p < .001.

Table 2 shows Pearson correlation for all study variables. Results indicate that time management behavior has significant positive correlation with perceived control of time r = .32, p< .001, well-being r = .28, p< .001, job

satisfaction $r = .32$, $p < .001$, job performance $r = .23$, $p < .01$ whereas significant negative correlation with stress $r = -.24$, $p < .01$ and role overload $r = -.42$, $p < .001$. Perceived control of time has significant positive correlation with well-being $r = .29$, $p < .001$, job satisfaction $r = .48$, $p < .001$, job performance $r = .38$, $p < .001$ whereas significant negative correlation with stress $r = -.37$, $p < .001$, and role overload $r = -.39$, $p < .001$. Well-being has significant negative correlation with stress $r = -.48$, $p < .001$, and role overload $r = -.19$, $p < .05$ whereas significant positive correlation with job satisfaction $r = .23$, $p < .001$ and job performance $r = .61$, $p < .001$. Stress has significant positive correlation with role overload $r = .39$, $p < .001$ whereas significant negative correlation with job satisfaction $r = -.50$, $p < .001$and job performance $r = -.24$, $p < .01$. Role overload has significant negative correlation with job satisfaction $r = -.44$, $p < .001$and job performance $r = -.40$, $p < .01$. Job satisfaction has significant positive correlation with job performance $r = .59$, $p < .001$.

4. DISCUSSION

In the present study, seven self-report instruments were used in the present study. Psychometric properties of these scales were examined by conducting different statistical analyses. Firstly descriptive statistics were computed for all variables. In order to test the normality of the data, skewness and kurtosis were computed for all scales. Statisticians recommend that in order to ensure the normality of scores on a scale, the values of skewness and kurtosis must be less than +1 and -1. In any case, if the value skewness or kurtosis exceeds the above mentioned value, the univeriate normality or the data is considered problematic [19]. In the present study, the values of the skewness and kurtosis are less than 1 which indicates that univariate normality of all scales is appropriate. Besides this, it is worth mentioning that the normality is one of the major statistical assumptions that must be addressed before conducting the parametric statistics. In the present study, various parametric tests are administered due to specific nature of the data.

Alpha reliability analysis was computed. Alpha reliability is the measure of internal consistency of the scores in a behavioral measure [20]. Psychometricians [21] recommend that values of alpha reliability for a reliable measure must be equal to or greater than .70. In the present study, the values of all scales are equal to or greater than .70 which indicates that the internal consistency of all scales is satisfactory. Thus the scales used in the present study are reliable and appropriate for further analyses. Pearson correlation was computed to examine the relationship between variables of the present study. The present study is based on the assumption that time management behaviour and perceived control of time among university teachers is associated with personal life outcomes including well-being and stress as well as job-related outcomes including job satisfaction, job performance and work overload. Time management can be effectively utilized as a strategy to handle differences issues at job. One the time management behavior is harnessed, it changes in individual's mind that he or she can control time and having such perceptions increases their job satisfaction and these perceptions regarding the control of time also work as a shield to protect employees from stress and stressors of personal and professional life [2].

As anticipated, time management behavior is found to be positively associated with well-being among teachers of universities. These findings are in line with prior scientific literature [22] confirming that higher levels of time management behavior are linked with higher well-being. Similarly, time management behavior was anticipated to be negatively correlated with stress among university teachers. The correlation coefficients suggesting inverse relationship between time management behavior and stress confirmed this assumption. Thus, the results of the correlation coefficient are consistent with the past research indicating that time management behavior serves as a protecting factor to reduce the levels of stress among employees [23].

Besides enhancing well-being and reducing stress, time management behavior is also linked with job-related outcomes in universities. In the present study, three job-related outcomes of time management behavior are taken into consideration. Thus job satisfaction, job performance and world overload are focused in the present study. According to the underlying assumption, time management behavior is found to be positively correlated with job satisfaction in the present study. Consistent research evidences confirm that time management behavior enhances job satisfaction among employees [24]. The same findings are observed with job performance. In the current research, time management behavior was positively correlated with job performance of the university teachers. These findings are supported by the past research which confirms that time management behavior increases employees' performance at job [25].

Time management behavior not only enhances job satisfaction and job performance, it also reduces the work overload perceived by the university teachers due to excessive work and too many assignments which are actually not completed well in time and consequently leads towards greater work overloads. Work overload is one of the most prominent role-related stressors in the modern organizations as employees are required to complete bulk of work in limited time. In this regard, university teachers who have good time management behaviors are capable of

managing their work activities and completing their job related assuagements in right times without any unwanted delays. Contrary, teachers with poor time management behavior fail to complete their work in a given time and consequently suffer from work overload. Thus the assumption the time management behavior is likely to be negatively correlated with work overload was supported in the present study. The correlation coefficients are consistent with prior literature [26]. The inverse relationship between time management behavior and work overload confirmed that time management behavior reduces work overload among university teachers.

Perceived control of time is another importance time management related construct. Therefore, perceived control of time is also linked with personal and job-related outcomes among university teachers. The present study anticipated that perceived control of time is likely to be positively correlated with well-being among university teachers. The findings confirmed this assumption which was grounded in the prior literature confirming the consistent link between perceived control of time and well-being among employees [2]. Besides enhancing well-being of teachers, perceived control of time is found to be negatively associated with stress. Thus the perception of the university teachers that their time is under their own control can help in reducing their stress level.

Just like time management behavior, perceived control of time is also associated with job-related outcomes including job satisfaction, job performance and work-overload. In the present study, the assumption that perceived control of time is likely to be positively correlated with job satisfaction was supported by the findings. The positive relationship between perceived control of time and job satisfaction confirmed that perceived control of time enhances level of job satisfaction among university teachers. These findings are consistent with the past research [2]. Similarly, perceived control of time is supposed to be positively associated with job performance among university teachers. The results confirmed this assumption which was based on the prior empirical evidence [8, 11]. Similarly, it was anticipated that perceived control of time is likely to be negatively associated with work overload. The results of the present study confirmed this assumption. Findings of the current research are consistent with the prior literature [1].

4.1. Limitations and Recommendations

In this study, due to survey data, the social desirability is a possible problem which should be addressed in future scientific investigations. The study remained limited to only one segment of education system in Pakistan which is university and it should be extended to schools and colleges as well because of the equal importance of time management for all educational entities.

4.2. Conclusion

Time management and perceived control of time is one of the most superior behaviors of the teachers which influence their personal life by ensuring their well-being and reduces their stress. Moreover, time management and perceived control of time is also linked with the positive outcomes in the professional life of the teachers. The present study has addressed the same lines of inquiry. The findings revealed that time management and perceived control of time is directly correlated with personal and professional life outcomes of teachers.

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