

## Construction and validation the time management skills questionnaire

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**Abstract:** The purpose of this study is to validate the skills of time management. To do so, 200 students of Payam-Nor University of Ahwaz (134 females and 66 males) were selected randomly. The exploratory factor analysis was used to construct a questionnaire. The data was obtained through the questionnaire. Results showed that Constructed questionnaire was combined from 24 items & 3 factors as record activities ( 9 items ), set priorities and evaluate them (8 items), and the division and classification of activities (7 items). Reliability using cronbach's alpha was calculated for whole questionnaire above 0.86, for first factors 0.60, for second factor 0.78 & for third factor 0.74. Validity of the that test was correlated with the time management of trueman and hartely (1996) determined & its value of the questionnaire was 0.733, factor analysis has relatively been good.

[Karim Sevari, Jafar Oazar Ahwazi. **Construction and validation the time management skills questionnaire** Report and Opinion 2012;4(4):32-35]. (ISSN: 1553-9873). <http://www.sciencepub.net/report>. 6

**Key words:** time management skills, record activities, set priorities and evaluate them, division and categories of activities.

### 1. Introduction

The time and how to control it for achieving the goals and aspirations of strategic human resource is assigned to achieve through time management. Researching and analyzing of effective and successive people shows that the element of "time" is so important for them in such way that before starting every thing their attention were to focused on it and by deleting useless and irrelevant activities, try to manage the time. Human beings are different with each other. In case of managing time, so that some of them learning their time carefully and we of different techniques of time managing such as listing jobs. But some of them not. (Macan, Shahani, Dipbooy and Philips 1990). The way that how can manage the time goes back to decade 50's and 60's, in such way that a lot of arguments were presented (McCay 1959, Drucker 1967, Mackenzie 1972, Lakein 1973)

The idea that individuals decide how to use their time makes up the core of the time management (Koch and Kleinmann, 2002). These practices include: goals, set priorities and meet priorities. The purpose of time management is to avoid wasting the time and working the time regulation. In this regard, time management issue was introduced by Macan in the late 1950s and then by Claessens (2004). Macan (1996) took this argument with the training of time management skills with a good insight about the time-consuming activities, the amount of time and priorities, the time management has a positive effect on the behavior. Kisa & Erosy (2005) had suggested that first, time management was a need, second, it was a good good and third, it should be taught. In the

current study, the hypothesis that the factor analysis of the questionnaire about the time management skills, reliability and validity have been tested. Moreover, a study showed that students perceived poor time management as a reason of examination failure (Ling, Heffernan, & Muncer, 2003). Obviously, the time and how the manage it efficiently is one of the issue which is very important for people. Naturally, the value of time is equal for all and all do not use it in the same way. Many people are very interested in taking the best advantage of the time, while for others it is not so.

Time for achieving the goals and aspirations and dreams of strategic human resources is assigned to achieve through time management. Macan (1994), includes the positive influence on actions by getting advantages through time management, job satisfaction and reducing stress can be introduced. Izawa (2002) believes that learning lessons and mastering the skills of time is essential. Therefore, understanding the value of the time factor is crucial in achieving the individual goals. It can be considered a limiting factor in the success process. Good time management clearly helps to attain the goals. In this regard, Macan (1994) suggested that positive time management affects time management behaviors and increases the controlled perception of time. One of the most important findings in this study is to use this questionnaire to measure time management skills and in this regard the gap can be filled.

### 2. Materials and methods

The students of Payam Nor university of Ahwaz were the statistical data. The survey questionnaire for the time management skills of the two separate samples was used. In order to make preliminary questionnaire, at first, 50 students were selected randomly and the questionnaire was given to them. Then, in order to obtain the expected results related to the time management 200 university students (134 females and 66 males) were selected randomly. As there is not a suitable means to determine time management, so, according to questionnaires, 24 preliminary questions about the different signs of time management skills was designed. In an introductory study and in order to correct the preliminary questions, 30 university students and 4 professors from psychological group were selected and after studying preliminary items, some of them were corrected. Preliminary questionnaire was designed so that the examinees should answer one of the options from 1) it is not related to me at all...to 4) it is related to me... The results of data analysis showed that Cronbach alpha of whole questionnaire estimated 0.86, first factor 0.60, second factor 0.78 & third factor 0.74. Test validity is mentioned, specified by to correlate with time management questionnaire of Trueman and Hartely (1996) and estimated its amount 0.733 which it is meaning in 0.05 level and it partly show good validity of questionnaire of factorial analysis.

### 3.Results

Due to analyzing data used computer software SPSS, copy 19. Results of index tests with enough sampling  $KMO=0.654$  & measurement Bartlett test of sphericity  $X^2=812.427$  ( $P<0.0001$ ) show that data are appropriate for factorial analysis. In first used method of main compilations analysis, for scale factorial analysis of time management, then, for recognizing basic factors used method of Varimax rotation. Factorial analysis exploratory show that special value of first till third factors is higher from number 1 that they generally reveal 6.64 variance of scale materials. In factorial loads just over 0.45. In table 1 are show mean, standard deviations, special value of variance is revealed, summative variance is revealed and number of questionnaire questions of time management

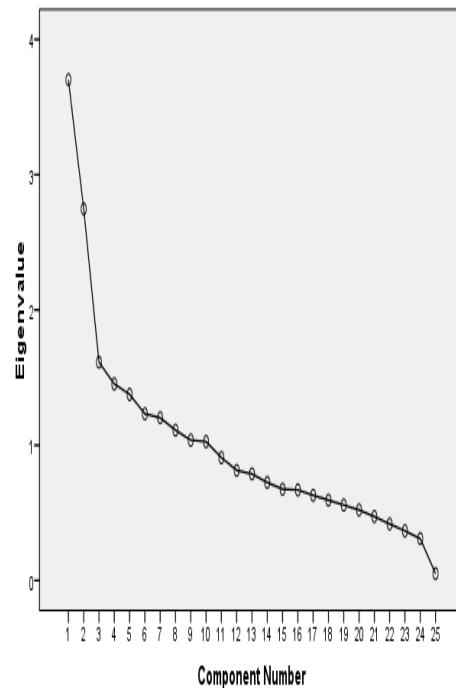
Table 1 show that descriptive information are first factor mean 21.66, standard deviation 5.18, special value of variance is revealed 14.84 and summative variance is revealed 12.84. Second factor mean 23.74, standard deviation 4.54. Special value of variance is revealed 12.76 and summative variance is revealed 25.60 & third factor mean 18.07, standard deviation 3.98. Special value of variance is revealed 6.64 and summative variance is revealed 32.25. Scree

test showed that questionnaire of time management has established from three factor (refer to graph 1).

**Table 1.** mean, standard deviation, special value of variance is revealed, summative variance and number of questions time management

factors	mean	S	Variance is revealed	Summative variance	Number of questions
first	21.66	5.18	14.84	12.84	9
second	23.74	4.54	12.76	25.60	8
third	18.07	3.98	6.64	32.25	7
plus					24

Scree Plot



The content of the 2 table shows that the question, "all events are recorded daily" with the load factor of 0.631 and the question, "it is hard to maintain a schedule of activities because others are involved in the my work" with the load factor of 0.480 from the first factor, the question, " I keep important things in priority " with the load factor of 0.768 and the question, "if necessary, I review my goals" with the load factor 0.464 from the second factor and the question" I divide hard work into manageable tasks in a short term" with the load factor of 0.608 and the question, "to increase the efficiency

of activities, I seek new solutions" from the third factor with the load factor of 0.454 have from the highest to the lowest times in terms of the load factor.

**Table 2.** factors, items and the factorial load of each one of them

Factors	Row	Statement	Factorial load
The first factor (recorded activities)	1	All events are recorded daily	0/631
	2	Comments and notes for the book, I write down	0/584
	3	An appointment book or I have something like that	0/561
	4	When I am in touch with somebody, I record the name, address and the telephone number	0/536
	5	When I decide what to do in the short term, I keep it in my mind.	0/513
	6	I provide a list of things to check them daily	0/504
	7	Schedule of activities for at least a week before	0/491
	8	I have creative ideas that are planned.	0/484
	9	It is hard to Maintain a schedule of activities is difficult. Because others are involved in the my work	0/480
The second factor ( set priorities and evaluate them)	10	I keep important things in priority	0/768
	11	I found out that things I do better when I list them according to their priorities	0/750
	12	To do daily tasks better, I would consider priorities	0/638
	13	I should spend a lot of time on important tasks	0/596
	14	To do a good job, I assign time limits	0/537
	15	For the good work I evaluate time setting.	0/510
	16	I review my daily activities to see where I've lost time	0/471
	17	If necessary, I review my goals	0/464
The third factor (division and classification of activities)	18	I divide hard work into manageable tasks short term	0/608
	19	In a moment, only to do an activity	0/585
	20	My daily work is completely predetermined	0/567
	21	I feel that I have over whelmed into important issues	0/558
	22	For days and weeks, I set short-term goals	0/534
	23	At the end of working days, I clean my place of activities	0/517
	24	To increase the efficiency of activities, I seek new solutions	0/454
sum	24		

The results obtained from the analysis of the discovered factors after using seven times, showed that among the 24 extracted items, 9 items are related to the first factor, 8 items to the second factor and 7 items to the third factor. As more items of the first factor are about the recorded activities, so, this factor was called the recorded activities. Deliberation on the items of the second factor show the setting priorities and evaluate them. On the other hand, more items of the third factor are about the division and classification of the activities.

#### 4. Discussion

The results obtained from the data analysis after seven times of the experimental rotation showed that the questionnaire of the time management skills was formed from 24 items and three factors as the recorded activities (9items), set priorities and evaluate them(8items) and the division and classification of activities(7items). The survey results also showed that the cronbach's alpha reliability was calculated above 0.86, first factors 0.60 , second factor 0.78 & third factor 0.74. The test of the validity of those behaviors was correlated with the time trueman and hartely (1996) and determined its value of 0.733 and was estimated at  $p < 0.0001$  which showed the significance and the validity of the questionnaire. The factor analysis has relatively been good.

Today the use of time or managing time is a critical issue both for individuals and organizations. The value of time management is not control of time per se, but the ways people can use time to improve their life Mackenzie(1990). Time management makes success by reducing stress, maintaining balance, increasing productivity and also setting and trying to reach goals. From this broadened perspective, people can see that the real of time management is that it enhances their lives in all dimensions. What people gain from time management, in essence, are not more time, but a better life. Lankein (1973) says that managing and controlling the time requires answering the question "what is the best way to spend my time?" To perform good time management and to answer it in a better way, one should list the possible long-term goals, set priorities, list possible activities, set priorities and identify activities, and do them as scheduled. In sum, the results of principal component analysis to determine the factors associated with Time management questionnaire for Payam Nor university students shows that this questionnaire provides opportunity to make meaningful interpretation on time management and time management subscales for Payam Noor university students.

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2/15/2012