

Impact of Time Management Training on Pakistani Corporate Sector Employees

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ABSTRACT

The purpose of the present study was to examine the effects of time management training on time management behavior of employees. Time management behavior score was generated using Time Management Behavioral Scale (Macan et al, 1990). Time management training of employees was scrutinized on two factors. Firstly, internal motivation to learn time management was measured on the bases that the respondent had read book(s) on time management. Reading books resulted to have a significant impact on time management behavior. Secondly, external aspect was linked to the organization's initiative to develop time management skills of employees based on the workshops the respondents attended on time management.

KEYWORDS: Time Management Behavior, Time Management Training.

1. INTRODUCTION

In a day, each one of us has equal time to spent: *60 seconds in one minute, 60 minutes in an hour, 24 hours in a day...* Majority have claimed defeat, extremely few allege to have made the most of their time. Why is it that some of us have got it all done, while others have not? Is it that they have learnt to manage the most precious resource – time? The question is, can one manage time?

Comments like, “there is not enough time” have become a part of everyone’s routine. From students to top level managers all of us face this dilemma, where did time go? This shows that having control of our time is an important sense of achievability - more so, in the 21st century. The society we live in is marked by constant change and dynamism. Thus, in order to survive the accelerating competition, every individual needs a grasp on his/her ability to manage time.

Through this research the applicability of western milieu model of time management behavior by Macan et al, (1990) will be tested in Pakistan. The Time Management Behavioral Scale, an instrument specifically designed to measure time management behavior, has not been used by researchers in Pakistan as yet though it has been used by many researchers in other countries, specifically western countries.

This paper describes the current state of research on time management training, develops a model to measure time management training of employees based on internal motivation to learn time management and external aspect of organizations to develop time management skills of employees. It is followed by an analysis of the results. Lastly, conclusion and discussion highlights the results and presents future research direction.

LITERATURE REVIEW

Multiple articles, books, workshops and seminars provide tips on the ways to improve time management. Many people have participated in such time management training programs in one way or the other. Thus, the associated expectation is to find evidence of a positive relation between the time management training and time management behavior in the research literature. Surprisingly, the literature review exposed that not many studies have explored this assumed relationship between training and its impact on time management behavior. Macan (1994) claimed the time management training has a positive effect on time management behavior and this enhanced one’s perceived control of time. The combined effect was an increase in outcomes such as job satisfaction.

Kearns &Gardnier, 2007 claim that the aim of using time management strategies is to improve performance and reduce stress. To do this, people must learn to identify the purpose in their career. Thus, time management training must be provided to individuals so they can plan their career moves.

Results of the two early studies (i.e., Orpen, 1994; Woolfolk & Woolfolk, 1986) which focused on the time management work by Lakein (1973) indicated that time management training had significant immediate and long-

term effects on time management attitudes and behaviors and that those who received time management training rated their time management effectiveness more highly than those who did not. In comparison, two later studies (i.e., Macan, 1994; 1996) which utilized the Time Management Behavior scale developed by Macan et al. (1990) found time management training to be only minimally related to subsequent use of time management behaviors. Numerous studies have been conducted in this regard, but with mixed results.

Stoeger and Ziegler (2008) conducted a study on classroom based training of self-regulated learning with fourth grade pupils attending German public schools. The participating classes were assigned randomly to either a training group or a control group. The pupils in the training group received 5 weeks of training. Training effects were confirmed for various skills associated with self regulation, motivation and performance.

Hafner and Stock (2010) examined the effects of time management training, which was based on psychological theory and research, on time management, perceived control of time, and performance at work. Their study methodology included randomly assigning 71 employees to a training group. Time management training led to an increase in perceived control of time and a decrease in perceived stress.

Cemaloglu & Filiz, (2010) determined the relationship between the time management skills and academic achievement of students who were potential teachers studying in faculties of education. Planning behavior was found to have a positive relationship with training. There was a moderate relation between time management and academic achievement after training.

The populations studied in literature regarding the time management training include adults performing job searches (Lindgren, 2004), university students (Ho, 2003; Swart et al., 2010; Zinatelli et al., 2002; van der Meer et al., 2010), online students (Bocchi et al., 2004), adults and college students with diabetes (Wdowik et al., 2001), adolescents with exceptionalities (DiPipi-Hoy et al., 2009), and student athletes (Keim & Strickland, 2004). Recent time management training programs are also taking advantage of technology for their delivery (Zinatelli et al., 2002). The focus of time management research included individuals from North America (Hellsten & Rogers, 2009), Europe (Garcia-Ros et al., 2004; van de Meer et al., 2010; Zampetakis et al., 2010), Africa (Mpofu, et al., 1996), and Australia (Kearns & Gardner, 2007) and was cross-cultural in nature (Garcia-Ros et al., 2004).

Conceptual Model

Time management training and its impact on time management behavior of Pakistani employees is researched in this paper by addressing the following research question:

- Does time management training of employees have an impact on their time management behavior?

For the purpose of this research two factors of time management training were identified. A first factor takes into account one's own initiative to learn and improve time management behavior. A measure of this was taken from the fact that the respondent (employee) had read book(s) on time management. Second aspect was to study the organization's interest in developing employee time management behavior. In this case the number of workshops attended by the employee on time management training was measured. The following hypothesis was thereby generated:

H1: Is there a relationship between reading book(s) on time management and time management behavior

H2: Is there a relationship between attending workshops on time management and time management behavior

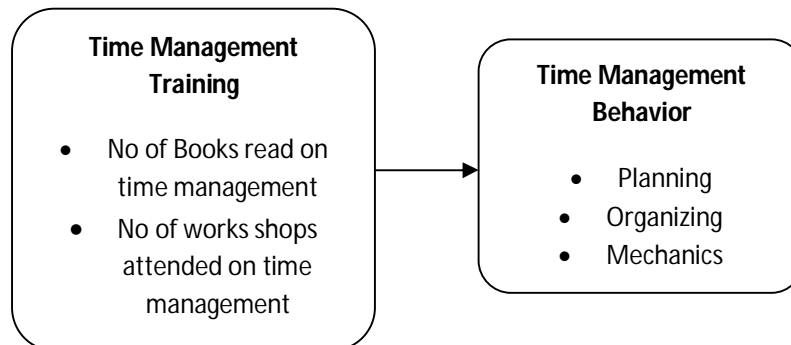


Figure 1 Time Management Training

METHODOLOGY

Data was collected using Time Management Behavioral Scale (Macan, 1990). A convenient sample was derived by rotating 200 questionnaires among employees of both public and private sector organizations operating in Lahore metropolitan area including the surrounding industrial areas. The questionnaire was self-administered. To minimize response bias, the respondents were requested to complete questionnaire in privacy, eliminating influence of others. To avoid prejudice and sensitization to components of time management, the labels from the questionnaire were removed and the questions were shuffled across categories (planning, mechanics, organizing). Final sample included 117 filled and returned responses that were used for analysis, resulting in response rate of 58.5%.

RESULTS

To analyze data, descriptive statistics, t-test, analysis of variance (ANOVA), and multiple linear regressions have been used.

A reliability analysis (Cronbach's alpha) was conducted, in order to enhance the accuracy of assessments of Pakistani managers using a western based model of time management behavior (Macan, 1990). Planning, mechanics, and organizing (all three components of time management behavior) were reliable as their cronbach's alpha was greater than 0.7 as indicated in Table 1.

Table 2 shows that 58% of the respondents said yes to have read one or more books on time management behavior. While, remaining 42% respondents had not taken the initiative to read any book on time management. On the other hand 48% of employee in the sample had attended at least one or more workshops on time management (Table 3). The remaining 52% of respondents had not attended any workshop on time management behavior. The number of workshops attended ranged from 0 to a maximum of 9 workshops attended on time management. Employees who had attended a workshop on time management were more prone to have read a book on time management.

A cross tabulation (Table 4) between workshops and books shows that people who had attended more than 5 workshops had read at least one or more books on time management.

The results from the t-test (Table 5) indicated a significant relationship was found between time management behavior (.002), and organization behavior (.001) with reading books on time management. Thus, H1 is accepted. The ANOVA results (Table 6) indicated that a significant relationship was not found between Time management behavior and its three components (planning, mechanics and organization) with the Number of workshops attended on time management as a time management training factor. Thus, H2 is rejected.

The Linear multiple regression model (Table 7-9) was run with Time Management Behavior as the dependent variable and the two time management training factors (number of workshops attended and number of books read on time management). The ANOVA table shows that the regression model is significant overall. Adjusted R^2 for this model was 0.062. Number of books read on time management (p-value =0.004) was significant factor at 0.05 level. This shows that there existed a positive relation to the number of books read by the employees and their time management score. However, a significant relationship was not found between number of workshops attended on time management and time management behavior. A possible explanation could be that the workshop participation was mandatory for the employee's thus they lacked interest in learning from the workshops.

In light of the results hypothesis 1 is accepted and hypothesis 2 is rejected. Therefore, there exists a relationship between reading books on time management and time management behavior. While we fail to provide evidence for existence of a relationship between attending workshops on time management and time management behavior

CONCLUSION AND DISCUSSION

The notion of time has been viewed in diverse views by various researchers. Different cultures and individuals interpret 'time' subjectively (Luna and Gupta 2001). On the other hand, some authors strongly feel that time management cannot be defined (Trueman and Hartley, 1996; Barling et al, 1996; Simmons and Galotti, 1992). Thus, researchers have not come up with a unanimous definition of time management.

Managers are over burdened due to their tight schedule of work. They suffer from a constant shortage of time, which at times leads to anxiety and deteriorates performance. All this can be blamed upon the exponential competition in the world, existing as a global village today. Improving productivity is a task upon the employees of the organization. Thus, in order to be successful managers need to search for ways of improving personal efficiency. This is where the time paradox comes to play. Although the time available for use is limited, the possibilities for its

utilization are unlimited. So, training time management behavior will play a role in enhancing productivity and decreasing anxiety.

This research puts lights to the fact that realization for the need to manage your time allows for improvement in time management behavior. Respondents who took the initiative to read books on management showed a significant relationship with their time management behavior.

Time management is a concept deeply rooted with self management. Forced attendance of workshops by organization has failed to be fruitful in terms of having a positive impact on time management behavior. However, it has been observed that those who participate in workshops are also more likely to read book(s) on time management. It can be a topic of future research whether these workshops act as a mediating variable to read books and hence improve time management behavior.

Appendix

Table 1 Reliability Test

Time Management Component	Cronbach's Alpha	N of Items
Planning	.885	10
Mechanics	.822	11
Organizing	.743	8

Table 2 Frequency of Book Read on Time Management

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes read	68	58.1	58.1
	no not read	49	41.9	100.0
	Total	117	100.0	100.0

Table 3 Frequency of Workshops attended on Time Management

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	61	52.1	52.1
	1	17	14.5	66.7
	2	12	10.3	76.9
	3	5	4.3	81.2
	4	4	3.4	84.6
	5	7	6.0	90.6
	6	5	4.3	94.9
	7	1	.9	95.7
	8	4	3.4	99.1
	9	1	.9	100.0
Total	117	100.0	100.0	

Table 4 Cross tabulation: No. of workshop attended and Book read

		book		Total
		yes read	no not read	yes read
No of workshops attended	0	25	36	61
	1	13	4	17
	2	7	5	12
	3	2	3	5
	4	4	0	4
	5	6	1	7
	6	5	0	5
	7	1	0	1
	8	4	0	4
9	1	0	1	
Total		68	49	117

Table 5 t-test: Book Read

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
time management behavior	Equal variances assumed	.026	.871	3.132	115	.002	.31043	.09911	.11411	.50675
	Equal variances not assumed			3.150	105.650	.002	.31043	.09855	.11505	.50581
planning	Equal variances assumed	1.281	.260	1.622	115	.108	.24931	.15370	-.05514	.55376
	Equal variances not assumed			1.590	95.749	.115	.24931	.15675	-.06185	.56047
mechanics	Equal variances assumed	.619	.433	1.386	115	.169	.19358	.13972	-.08317	.47033
	Equal variances not assumed			1.374	100.306	.173	.19358	.14090	-.08596	.47312
organization	Equal variances assumed	3.563	.062	3.664	115	.000	.48841	.13330	.22436	.75245
	Equal variances not assumed			3.536	89.175	.001	.48841	.13811	.21400	.76281

Table 5 shows t-test for Time management behavior and its three components (planning, mechanics and organization) and books read on time management as a time management training factor.

Table 6 ANOVA: Workshop attended

		Sum of Squares	df	Mean Square	F	Sig.
time management behavior	Between Groups	3.082	9	.342	1.151	.334
	Within Groups	31.833	107	.298		
	Total	34.915	116			
planning	Between Groups	6.279	9	.698	1.025	.425
	Within Groups	72.861	107	.681		
	Total	79.140	116			
mechanics	Between Groups	6.755	9	.751	1.379	.207
	Within Groups	58.243	107	.544		
	Total	64.998	116			
organization	Between Groups	1.281	9	.142	.239	.988
	Within Groups	63.708	107	.595		
	Total	64.989	116			

Table 6 shows Analysis Of Variance for Time management behavior and its three components (planning, mechanics and organization) with the Number of workshops attended on time management as a time management training factor.

Linear Regression Model

$$\text{TimeManagementBehavior} = \alpha + \beta_1 (\text{Time management workshops}) + \beta_2 (\text{Time management books}) + \epsilon$$

Table 7 Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.280(a)	.079	.062	.53122

a Predictors: (Constant), book, No of workshops attended

Table 8 Regression Model ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.745	2	1.372	4.864	.009(a)
	Residual	32.170	114	.282		
	Total	34.915	116			

a Predictors: (Constant), book, No of workshops attended

b Dependent Variable: time management behavior

Table 9 Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	3.815	.176		21.679	.000
	No of workshops attended	.001	.023	.004	.042	.966
	book	.312	.107	.282	2.911	.004

a Dependent Variable: time management behavior

Table 7-9 show results of Linear Regression with Time Management Behavior as dependent variable. The model uses number of workshops attended and books read as a measure on independent variable to test time management training.

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