

Exploring The Relationship Between University Teachers Time Management Behaviour And Job Performance

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Abstract: Research literature shows that possessing better time management skills predicts better job performance in the organization. This study examined the association between university teachers' time management skills and job performance in Malakand division. The study population is comprised of all working teachers at three public sector universities located in the division. By using stratified sampling method 250 teachers were selected from three universities. The data were collected from the respondents through self-developed questionnaires consisted of 83 Likert type statements. Time management behaviour was measured through 45 Likert type statements while job performance of university teachers was measured through 38 Likert-scale items. Both the questionnaires were validated through a panel of experts. Cronbach alpha values for the questionnaires were .83 and .87 respectively. The collected data were analyzed by descriptive statistics and Pearson co-efficient of correlation. The study results revealed that universities teachers perceived time management behaviour has positive significant relationship with their perceived job performance. The increasing level of the time management behaviour was associated with the increasing level of job performance. Time management intervention program and seminars for universities teachers might prove to be effective strategies to increase their job performance level.

Keywords: Time Management Behaviour, Job Performance, University Teachers, Malakand Division

Introduction

Teaching in higher education institutions is considered as a complex, and stressful occupation because of high workload, long working hours and increased demands (Court, 1996; Rao, 2018). The university teacher is responsible to perform three major responsibilities i.e. teaching, research and training in any county (Rao, 2018). Time management is an effective tool to ensure the quality teaching, research and training at university. The job nature of university teachers is totally different from that of school and college

teachers. The job nature and profile of the university teachers is high complex in Pakistan. The university teachers work in uniquely high-paced work environment. They have to fulfill a wide ranging job demands. They not only have to teach in the classroom, but also to observe the students discipline problems, provide information about their performance in the field of teaching and research to the high ups, checking the assignments of the students, supervise the research project of their students in the laboratories, checking their research work and provide them feedback, perform duties in the

examinations, creating conducive learning environment, accept the additional responsibilities, meeting syllabus deadlines and respond to the meetings called by the head of the department (Bauer, Unterbrink, Hack, Pfeifer, Buhl-Grießhaber, Müller, & Wirsching, 2007; Gunter, Rayner, Thomas, Fielding, Butt & Lance, 2005; Khan, Farooqi, Khalil & Faisal, 2016; Rao, 2018).

To perform all these tasks effectively, they will have to enrich their professional knowledge and skills with greater breadth and depth to manage the available time (Aeon & Aguinis, 2017). Managing time at workplace for different activities and responsibilities is not as simple as it seems because many personal, social and environmental factors are responsible which affect the job performance of the individuals. Dodd and Sundheim (2005) mentioned that extra workload and additional responsibilities can cause too overburdened and exhaustion to manage their responsibilities. Jones and Gaustschi (1988) rightly said that individuals failing in managing time cannot manage their personal and professional lives. The ability of the teachers to manage time for teaching-learning process determines their success or failure.

Teaching and learning is one of the important areas at the university where teachers critically dependent on time management skills to ensure their job performance. Therefore, it is imperative for university teachers to develop their time management skills to perform these responsibilities efficiently and effectively. Various studies results have shown that time management intervention can improve the work productivity of the workforce. Hafner, Stock, Pinneker, and Ströhle, (2014) found that time management training reduced the perceived stress and increased perceived control of time among undergraduate students. Liu, Huang, & Wang (2014) recommended that interventions

programs on time management skills should be arranged for students. The scientific literature on time management techniques suggests that there is a positive relation between applying these techniques at work and job performance. Literature review shows that limited empirical studies have been conducted to investigate the effects of time management behaviour of university teachers on job outcomes generally and on job performance particularly. It is, therefore, imperative to organize time management interventions, such as training programs for the teachers to increase their job performance and effectiveness at workplace.

Claessens, Van Eerde, Rutte, and Roe, (2004) concluded that scientific studies have found positive effect of time management interventions and trainings programs on job outcomes, however, few research studies have been carried out to investigate the effect of time management behaviour on employees' job performance at their workplace. They stated that time management training is helpful in time management behaviour like setting goals and priorities, mechanics of time management and preferences for organization. Therefore, the issue of time management is greatly relevant for teachers in the higher education institutions of Pakistan. Training and intervention in time management will surely help the university teachers to lead a sound and healthy personal and professional life to increase their job performance and reduce stress, frustration and anxiety. Time management at workplace regularize the teacher's behaviour at workplace and produce capability among the teachers to manage their workload and stress effectively, which in turn enable them to perform their teaching, research and training activities efficiently at higher educational institutions.

Literature Review

Time is the scarcest resource of the universe. If it is not properly managed, nothing can be managed. Recently this topic has gained much attention of the people from all walks of life. Time management is considered as one of the important tool to reduce tension, burnout and anxiety (Lang, 1992; Żołnierczyk-Zreda, 2005) and enhance the job performance and job satisfaction of workforce (Claessens, Van Eerde, Rutte & Roe, 2007; Macan, 1996; Sahito & Vaisanen, 2017). Time management is a multifaceted construct which involves both cognitive and process dimensions of interest (Huang & Zhang, 2001). Most of the scientific research studies on time management have been carried out on various groups internationally (Bocchi, Eastman, & Swift, 2004; Cemaloglu & Filiz, 2010; Stoeger & Ziegler, 2008; Swart, Lombard, & de Jager, 2010; Yang, Xua, X. & Zhu 2015).

There has been very little research on time management conducted on teachers, especially on university teachers (Rao, 2018). Like all other professions, teaching is also a serious and bilateral activity and need to manage time effectively and efficiently to achieve the set goals. For this, teachers need to be equipped with time management skills. They are supposed to inculcate knowledge, skills, understanding and competencies among the future generation of the country who will compete the future challenges of the world. Research studies on time management suggest that university teachers' time management behaviour has positive significant impact on teachers' job performance and students' academic achievement (Khodaveisi, Bahar, & Ahmadi, 2015). White (2000) stated that teaching at university is well rewarding profession in the present era, however, it is overloaded with frustration, anxiety and stress and university teachers have limited time to take care of their selves as well as their family members. Mancini (2007) stated that time

management behaviour involve skills like planning, prioritizing, scheduling, monitoring and evaluating one's time to carry out activities which in turn resulted reducing job stress and improving job satisfaction and job performance which are the most important predictors of successful teaching. Peeters and Rutte (2005) concluded that teachers having good time management skills feel less emotional exhaustion and perform efficiently their responsibilities which proved to be significant indicators of professional burnout. Zafarullah, Mumtaz, Murad, Abida, and Humera, (2016) mentioned different strategies for teachers through which they can improve their time management behaviour. These include wise and realistic planning, setting short and long term goals, well design of academic and non-academic activities, proper implementation of activities, preparation of lesson plans for delivering lectures effectively, reviewing their lectures continuously, working hard with their students, manage time efficiently, prioritize their tasks, making to-do list on daily basis and ensuring regularity and punctuality. Macan (1996) was the first who proposed process model for the first time. She theorized that time management intervention affects time management behaviour of individuals, which in turn enhances individuals' perceived control of time by which outcomes like job performance; job satisfaction and academic achievement are positively affected. She believed that the main outcome in these time management behaviors is the perceived control of time. Further she explained that "By setting goals, scheduling, and organizing one's time, one gains a sense of mastery over how one allocates one's time, that is, the perception that one has control over one's time" (p. 832). Time management behaviour has been defined by Claessens et al., (2007) defined time management as "behaviors that aim at achieving an effective use of time while

performing certain goal directed activities” (p.362).

According to Motowildlo, (2003: 42) job performance can be defined as “Job performance is the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time. Other than that, it is also an individual output in terms of quality and quantity expected from every employee in a particular job, this shows that an individual performance is most of the time determined by motivation and the will and ability to do the job”. In the same way Jex (2002) stated that job performance is all behaviors that employees engage at work in the organization. Jex (2002) defined job performance as all behaviors that employees engage at work.

In educational organization time management can be ensured through developing and implementing time tables, distributing subjects among staff members, lesson planning, diaries, advance planning, ensuring teachers’ regularity and punctuality, providing guidance and counselling services, allocating different blocks of time for curricular and co-curricular activities, and maximizing instructional time in the classroom to ensure smooth functioning of the organization which may be beneficial for the teachers (Zafrullah et al., 2016). Teachers must equip themselves with the skills to allocate time for all these activities, so that they may prove themselves beneficial for the organization and provide quality education (Grissom, Loeb & Master, 2013; Horng, Klasik, & Loeb, 2010). Different methods and techniques used by the people to manage time includes setting realistic goals, splitting goals into short, medium and long term to pursue these goals in the stipulated period of time; translating goals into tangible activities and tasks to be performed; making plans and prioritizing tasks on urgency basis; strategies for avoiding interruptions that distract individuals

from implementing these activities and tasks (Tracy, 2014).

The findings of the previous studies on the effects of time management behaviour and its correlates show that these studies have been conducted with the participants of business organizations, industries and students of schools and colleges. Moreover, the results of these studies have been restricted to scientifically and economically developed countries. No single empirical evidence on the relationship between time management behaviour and its outcomes has been found in underdeveloped countries like Pakistan. Thus, to fill this gap in the literature the present study aimed to explore the relationship between university teachers’ perceptions about time management behaviour and their job performance in three selected public sector universities in Malakand division of Khyber Pakhtunkhwa province.

Research Methodology

The researchers used quantitate approach to investigate the relationship between public sector universities teachers’ perceptions about time management behaviour and job performance in Malakand division of Khyber Pakhtunkhwa province. The researchers adopted descriptive correlational design for collection and analysis of data as this design suits to the nature of the study (Mills & Gay, 2019). The population of the study consisted of 568 full time and part time university teachers in three universities of Malakand Division of Khyber Pakhtunkhwa province. Stratified random sampling method was used to select 250 teachers through using non-proportionate sampling method. As there are different numbers of teachers in three sampled universities, therefore, the researchers used non-proportionate random sampling technique (Kothari, 2020; Kumar, 2018). From university A, 123 teachers; from university B, 64 teachers and from university C, 63 teachers were selected

randomly. Out of the 250 university teachers, 55(22%) were female and 195 (78%) were male. Because the number of female teachers are very less as compared to male teachers. Research experts suggested that in survey researches the sample size ranges from 10 to 20 percent of the population (Cohen, Manion, & Morris, 2018; Creswell & Creswell, 2018; Gay, Mills & Airasian, 2012) which is higher than that of the required sample size in the current study. The average age of the sampled teachers was 39.4 years. The average teaching experience of the sampled teachers was 9.5 years. The academic qualification of 54% having Ph D degree, 36% sampled teachers having MS / M. Phil degree and 10% teachers have master degree in their relevant fields.

For data collection purpose two self-constructed questionnaires were developed by the researchers. Questionnaires related to time management behaviour consisted of 45 Likert type items and job performance questionnaire consisted of 38 Likert type items were used to collect data from the respondents. The responses of the respondents were ranging from strongly agree to strongly disagree. The researchers prepared 250 survey packets consisted of covering letter, stamped self-addressed envelope and questionnaires. The researchers personally visited the sampled universities personally and distributed the questionnaires among the teachers. Some teachers filled the questionnaires on the spot while others promised to send the questionnaires via mail. The researchers finally received 224 usable questionnaires from

university teachers. The response rate was approximately 90%.

The researchers developed two questionnaires based on five points Likert scale ranging from strongly agree to strongly disagree. The first questionnaire related to time management behaviour consisted of six factors / constructs / attributors consisting of 45 Likert type scale items while the second questionnaire consisted of five factors / constructs / attributors related to job performance consisted of 38 Likert type items. The time management behaviour was confined to six constructs include time attitude, planning and scheduling, managing papers work, managing meetings, prioritizing tasks and handling interruptions. The job performance was delimited to five important areas including leadership skills, instructional skills, managing interpersonal relationships, managerial skills and professional attitudes. Both the questionnaires were validated through a panel of experts who had sufficient experience in teaching, administration and leadership at university levels. After their valuable suggestions the questionnaires were modified and piloted to university teachers who were not included in the sample of the study to check the reliability and clarity of the questionnaires. The Cronbach alpha values for the questionnaires were found .82 and .86 which were found satisfactory (Creswell & Creswell, 2018; Gay, Mills & Airasian, 2012).

Results

Table 01: Overall Mean and Standard Deviation Scores of University teachers' Time Management Behaviour

Time Management Practices	N	Minimum	Maximum	Mean	Standard Deviation
Time Attitude	224	1.72	4.90	3.63	.562
Planning and Scheduling	224	1.46	4.92	3.58	.784

Managing Meetings	224	2.02	5.00	3.47	.619
Managing Paperwork	224	1.67	5.00	3.84	.720
Establishing Priorities	224	1.54	5.00	3.78	.727
Handling interruptions	224	2.50	4.95	3.72	.481

The perceptions of university teachers regarding time management behaviour was shown in the above table. The descriptive results revealed that university teachers have above average level of observance for all six dimensions of time management behaviors. They perceived that they had a positive perceptions towards time use, plan and schedule their events properly, manage their meeting efficiently, having skills to manage their paperwork properly, prioritize their tasks on urgency base, and handle interruptions very skillfully. Among the six dimensions, the mean score for managing paper work was found the

highest level of observance whereas managing meeting was found to be the lowest level of observance among university teachers. This shows that university teachers were found more conscious to maintain their file work, record and paperwork to save their time and whenever they need some sort of file, record or paper, they can easily sort it out. On the other hand, managing meetings with students and other officials were found difficult to manage for them. Because they don't care about starting and ending time of the meeting which waste their lot of energy and time and meeting was found the biggest time for them.

Table 02: Overall Mean and Standard Deviation Scores of University teachers' Job Performance

Time Management Practices	N	Minimum	Maximum	Mean	Standard Deviation
Leadership Skills	224	1.64	5.00	3.46	.653
Instructional Skills	224	1.50	4.80	3.90	.658
Managing Interpersonal Relationships	224	2.25	5.00	3.60	.632
Managerial Skills	224	1.75	4.90	3.41	.712
Professional Attitude	224	1.52	5.00	3.82	.732

The descriptive statistics results related to various dimensions of university teachers' perceptions about job performance was shown in the above table. The mean score of instructional skills were found greater than that of other facets of job performance as perceived by university teachers. This shows that university teachers were found much satisfier from their teaching

and the skills which they used during teaching-learning process. On the other hand, leadership skills were found having least mean score as perceived by university teachers. This proves that university teachers perceived that they have lack of leadership and managerial skills, which may affect their job performance and time management behaviour.

Table 03: Relationship between overall time management behaviour and job performance of university teachers

Variables	N	Mean	Standard Deviation	r	p
Time management behaviour	224	3.67	.678	.78	.003
Job Performance	224	3.63	.682		

The inferential statistics (Pearson Product Moment Co-efficient of Correlation) was shown in the above table. The value of r shows a strong positive significant relationship between university teachers' perceptions about time management behaviour and job performance. In other words, it can be said that university teachers having positive perceptions about time management behaviour tends to perform their job well or it can also be said that those teachers who have positive perceptions towards their time management they will have positive perceptions towards their job performance.

Discussion

The study results revealed that university teachers' time management behaviour and job performance was of above average level. Managing paperwork was found the most dominant dimension among the six dimensions of time management behaviour. On the other hand managing meeting was the least observable behaviour among the six dimensions as perceived by the university teachers. Among the five dimensions of job performance, instructional skills were found the most prominent factor while lack of leadership and managerial skills were found the least observable among the five facets of job performance as perceived by the university teachers. There is positive significant relationship between university teachers' time management behaviour and job performance.

This shows that university teachers' time management behaviour has positive significant relationship with job performance. This describes that university teacher that has good

time management skills tends to have higher job performance level. Similarly, decreased time management behaviour could result in decreased outcome behaviour like job performance. The findings of the previous studies related to the effects of time management skills on job-related outcomes were mixed. Some studies proved that time management strategies increases job related outcomes (Classencs et al., 2004; Kelly, 2001; Khan, Khan & Khan, 2020; Rapp, Bachrach, & Rapp, 2013) while other concluded that there was no significant positive relationship between time management behaviours and job outcomes (Macan, 1996; Mohammadi, Soleimani, & Babelan, 2014). Aeon, Faber, and Panaccio (2021) concluded that time management skills have positive moderate effect on both results-based and behaviour-based performances in academic settings. Furthermore, they stated that the effect is slightly higher in academic setting as compared to work setting. Alshar and Shivalini (2022) concluded that time management skill effectively increases Jordanian bank workers efficiency and reduces the complaint rates of the customers. Similarly Abugre, Minlah and Nasere (2022) concluded that time management practices or behaviours of employees' increases their productivity in non-profit humanitarian services organizations in Ghana. Emenike, Ibobo, and Olasojumi (2022) found a positive significant relationship between transport companies employees time management skills and their performance. Further, they stated that time management skills reduces distractions to reduce wastage of time. Alabi and Lasisi (2022) found a positive and significant relationship between secondary school teachers' time management skills and job performance. The

increase in time management skills of teachers accompanies significantly with the increase in job productivity.

Conclusions

The study concluded that university teachers' time management behaviour and job performance level was above average level. Managing paperwork was found the most dominant dimension among the six dimensions of time management behaviour. On the other hand managing meeting was the least observable behaviour among the six dimensions as perceived by the university teachers. Among the five dimensions of job performance, instructional skills were found the most prominent factor while lack of leadership and managerial skills were found the least observable among the five facets of job performance as perceived by the university teachers. The study also concluded that there is positive significant relationship between university teachers' time management behaviour and job performance. This reveals that university teachers having good time management behaviour tends to have higher job performance. Conversely, university teacher have poor time management behaviour could result in decreased outcome behaviour like job performance.

Recommendations

The study recommended that university teachers must have positive attitude towards time management. They must plan and schedule their activities through setting long, medium and short term goals. They should manage their time by making to-do list. They should priorities their tasks through importance and urgency based. They should handle interruptions effectively and learn how to say "no" to the unnecessary visitors. They should try to manage their scheduled and un-scheduled meetings through setting time limit and fix schedule when to start and end the meeting. All these time management behaviors

can be developed through time management interventions and trainings. To increase the job performance level university teachers should learn time management skills. To increase the job performance level university teachers should have command over mandated time, allocated time, instructional time, and engaged time to increase students' learning and reduce the wastage of time. Time management trainings and workshops for university teachers could be proved worthy strategies for increasing their job performance level. As time management skills have positive effect on job outcomes, therefore university management should provide regular opportunities to their employees to increase their time management skills.

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