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TIME MANAGEMENT BEHAVIOR AND ITS EFFECT ON THE MENTAL WELL-BEING AND STRESS IN THE UNIVERSITY TEACHERS

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ABSTRACT

Objectives: *The current study aims to look at the effect of time management behavior on the mental well-being and stress in the university teachers.*
Design: *The cross-sectional survey research design.*
Place and Duration of study: *The study conducted at International Islamic University Islamabad, Pakistan, data was collected over the period of six months and then analyzed.*
Subjects and Method: *A sample of 300 university teachers was taken from different universities located in the Province of the Punjab, and Khyber Phakhtoon Khwa. Time Management Behavior Scale (TMBS), Warwick Edinburg Mental Well-being Scale (WEMWS) and Depression Anxiety Stress Scale (DASS) were used for the collection of data. Data was analyzed using SPSS, 20.*
Results and Conclusion: *Linear Regression analysis was applied to test the hypotheses. The findings indicate that time management behavior is significant positive predictor of mental well-being and negative predictor of stress in the university teachers.*
Current study suggests that time management behavior is important for enhancing the university teachers' mental health.

Keywords: *Time Management Behavior, Mental Wellbeing, Stress Coping*

INTRODUCTION

In the past two decades the literature on organizational behaviors provides a plethora of research in recognition of sequential importance in organizational psychology (Claessens, Van Eerde, Rutte, & Roe, 2004) in response to increased global competition and pressing availability of products (Orlikowsky & Yates, 2002). However, for all these time is of the essence and time never waits. Time is the single resource that cannot be accumulated for future use, cannot be changed, cannot be taken back once it is used and is used completely at the disposal of the owner. No one can control the cycle of time, however, individuals can manage the time in their own capacity (Mercanlioglu, 2010) to survive in this swift pace of modern, global and industrial age. In this regard researches indicated a number of reimbursements of time managements in our day to day affairs (Emanuel, 1982).

Time management includes defining needs and objectives to accomplish the necessities, organizing the tasks required and coordinating undertakings to time and assets through arranging, booking and making records (Lakein, 1973). Other explanations were also introduced in later years (Jex & Elacqua, 1999). It is also defined as group of strategies to organize time or arranging activities in a schedule and managing and completing in a given time is called time management (Burt & Kemp, 1994). This incorporates time evaluation, objective setting, arranging, and observing activities (Claessens, van Erde, Rutte, & Roe, 2007).

It is said that time is an invincible constituent of organizational life (Hassard, 1991). Organizational productivity is based on the way that organizations use to manage time (Britton & Tesser, 1991). If the time management is poor, subsequently the profitability might also be poor. Poor time management also has significant relation with depressive symptoms and sense of purposeless (Burt & Kemp, 1994). Time management not only increases organizational productivity but enhance the capacity to cope with stress (Lay & Schouwenburg, 1993). Thus time management is essential for organizational prosperity as well as personal well-being. Hence, it is need of the hours to study time management and its influences on individuals' performance in organizational settings. Previously, the literature about time management mostly focused on students and lacks researches on the university teachers' time

management skill, which is equally important to run the organization effectively and efficiently. Similarly, the research on students cannot portray lucid picture of this phenomena for organizational setting. Therefore the current study has focused on university teachers instead of students who remained under the consistent consideration of past time management research. Consequently, few evidences are available that pinpoint outcomes of time management behavior in work place setting (Claessens etal., 2004).

In order to bridge this gap the current study provides valuable insights. Two most prominent outcomes including stress and well-being will be discussed in this regard. All these outcomes are necessary for organizational productivity and richness. According to researchers employee can deal with various issues related to job or personal life by using time management strategy. Individuals having good time management skills also can utilize time appropriately that make them more satisfied with their work performance and this properly manage time ease tensions and decrease worries (Macan, 1994).

As it is described by numerous time management researchers (Covey, 1989; DeVos & Soens, 2008) that time management is an excellent method that makes people able to use time efficiently. Time management behavior is positively associated with stress coping and mental well-being (Lang, 1992; Peeters & Rutte, 2005). In a similar study, it was found that time management behavior has significant negative association with neuroticism which is considered a stress-prone personality type. It was found that time management behavior decreases stress levels and increases the perception that time is under the control of an individual. Furthermore, described that time management is a negative predictor of anxiety and depression (Covey, 1989).

Several evidences suggested that mental well-being is directly affected by time management behavior (Burt & Kemp, 1994; Lang, 1992). Mental well-being and time management behavior have strong correlation (Jex & Elacqua, 1999). Time management behavior directly contributes to mental well-being. It was found that time management is a best way to make better psychosocial functioning and removal of stress. Despite the greater significant of time management behavior for academic, the prior research mainly focused on student's population. However, the current study is based on the investigation of mental health outcomes among university teachers.

Keeping in view the importance of time for mental wellbeing of employees like teachers in universities the current study aims at exploring the following hypotheses.
Time management would positively predict mental wellbeing in university teachers. Time management would negatively predict stress in university teachers.

METHOD

The current study is based on cross-sectional survey research design in which two mental health outcomes including well-being and stress coping are focused.

Participants

Participants consisted of 300 university teachers with age ranged from 28 to 38 years (M = 35.42, SD = 10.79) from different universities located in the province of the Punjab (n = 150, 50%) and KPK (n = 150, 50%) using non-probability sampling. Non-probability purposive sampling technique was used due to some limitations related to data collection. Participants were equally divided into male teachers (n = 150, 50%) and female university teachers (n = 150, 50%). Both public sector (n = 213, 71%) and private sector university teachers (n = 87, 29%) were approached for data collection. Most of teachers were lecturers (n = 210, 70%) and Assistant Professors (n = 90, 30%).

Measures

The following measures were used in the current study.

Time Management Behavior Scale (TMBS)

Time management was measured through Time Management Behavior Scale (TMBS) (Macan, Shahani, & Dipboye, & Philips, 1990). The scale comprised of 33 items. In the current study, alpha reliability was computed as .88. Prior use of this scale in Pakistan confirms that it is reliable and valid measure of time management behavior (Azar & Zafar, 2013).

Depression Anxiety Stress Scale (DASS)

Stress was measured by using Depression Anxiety Stress Scale (DASS) (Lovibond & Lovibond, 1995). The scale comprised of 3 subscales and 21 items. In current study, only stress subscale was used which comprised of 7 items. The alpha reliability of the stress scale was .90. Prior use of this scale in Pakistan confirms that it is reliable and valid measure of stress (Arif, 2013).

Warwick Edinburg Mental Well-being Scale (WEMWS)

Well-being was measured through Warwick Edinburg Mental Well-being Scale (WEMWS) (WEMWBS, 2006). This scale consisted of 14 items and alpha reliability was .88 for the current study. Prior use of this scale in Pakistan confirms that it is reliable and valid measure of well-being (Arif, 2013).

Procedure

University teachers were approached from different universities of the province of Punjab and KPK with the permission of the relevant authorities. Informed consent was obtained from both authorities and respondents. Participants were ensured of the confidentiality of their information and the data will only be used for research purposes. Objectives of the study were explained to each participant and scales were administered. Queries related to research were answered and participants were thanked for their cooperation.

Statistical Analysis

The current study was carried out to investigate the effect of time management on mental well-being and stress in the university teachers. For this purpose, Linear Regression analysis was carried out. The frequencies and percentages were calculated using statistical package for social sciences version 20 (IBM SPSS Statistics for Windows, Version 20.0. Armonk, NY: IBM Corp.).

RESULTS

Table 1
Demographic characteristics of the sample

	Males (n = 150)		**Females (n = 150)**	
Variables	***F***	***%***	***F***	***%***
Marital status				
Married	69	23%	90	30%
Unmarried	80	26.66%	61	20.33%
Sector				
Public	113	37.66%	100	33.33%
Private	50	16.66%	37	12.33%
Qualification				
BS/MSc	16	5.33%	50	16.66%
MS/MPhil	80	26.66%	53	17.66%
PhD	80	26.66%	23	7.66%

Table 1 shows the results of linear regression analysis with time management behavior as predictor variables whereas well-being as outcome variables. The R^2 value of .26 indicates that 26% variance in the outcome variable with F (1, 298) = 104.97, $p < .001$. Therefore, time management behavior is significant positive predictor of well-being among university teachers (B = .16, $p < .001$).

Table 2
Linear regression analysis depicting effect of time management behavior on the prediction of well-being among university teachers

	Outcome: Well-being	
Predictors	***Model 1 B***	***95%CI LL, UL***
(constant)	15.98***	[14.00, 17.97]
Time management behavior	.16***	[.13, .20]
R^2	.26	
F	104.97***	

****p < .001*.

Table 2 shows the results of linear regression analysis with time management behavior as predictor variables whereas stress as outcome variables. The R^2 value of .24 indicates that 24% variance in the outcome variable with F (1, 298) = 93.55, p < .001. Therefore, time management behavior is significant negative predictor of stress among university teachers (B = -.14, p < .001).

Table 3
Linear regression analysis depicting effect of time management behavior on the prediction of stress among university teachers

	Outcome: Stress	
Predictors	***Model 1 B***	***95%CI LL, UL***
(constant)	16.04***	[11.25, 17.84]
Time management behavior	-.14***	[-.11, -.17]
R^2	.24	
F	93.55***	

****p < .001*.

DISCUSSION

Findings indicated that time management accounted for 24% to 26% variance in the outcome variables. Time management involves setting goals, prioritizing tasks, and monitoring outcomes (Claessens etal., 2004). This description suggests that time management is related to self-regulation that makes employees able to occupational accomplishment (DeVos & Soens, 2008). Findings are in line with previous literature in this context. It was illustrated that time management behavior directly effect on human's well-being (Lay & Schouwenburg, 1993). People enhance their time management behavior by practicing time management techniques. Time management principles can alleviate tensions and enhance psychological well-being, better time management is responsible for better psychological functioning (Covey, 1989). Researches on time management suggested that well-being is significantly associated with perceived control over time (Adams & Jex, 1999). Well-being and time management behavior have strong correlation to each other and this correlation is mediated by perceive control over time (Hassard, 1991).

Existing evidences also supported these results that time management is an important tool that can alleviate the symptoms of stress (Azar, 2013). time management is negatively associated with negative affectivity and other physical complaints. The people who score higher on time management definitely score low on neuroticism (Mercanlioglu, 2010).

Findings suggested that time management behavior ensure well-being in university teachers. Teachers are basically facing difficulty in managing time both in fulfilling the university as well as house hold responsibilities. They are considered to be responsible the performance of university students in terms of academics as well as in their professional lives. In such circumstances university teachers get stressed and their mental wellbeing gets challenging for them. Proper time management is one of the possible ways to handle their responsibilities with the need of time which consequently helps in better stress coping and a positive wellbeing. Hence this study possesses strong implications because time management is a vital component for wellbeing. Due to scarce of research in this domain present study can provided helping hand in this regard.

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