

Standardization and Calibration of Time Management Scale

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ABSTRACT

Time management is the art of deciding the amount of time to be used for different tasks. It is an important step towards success and development of life. This is the reason why 'time management' is necessary for people associated with education in all fields. By managing time in student's life, not only desired goal everything can be achieved in life. It is said that the first step in achieving success is time management efficiency. A person who cannot manage time properly fails in everything. Time management efficiency increases the productivity of the student, improves the quality of work and also helps in reducing stress. Hence there is a need for standardized test for time management scale. This study was conducted on school and college students of Baghpat District. 300 (150 male and 150 female) secondary and graduate degree college students were selected by random from government and private schools of both urban and rural areas. The scale consists of 30 items having minimum score of 30 and maximum 150. The statements of the scale are in English and Hindi language both. This test has internal and external reliability and validity is found to be 0.96.

Keywords: *Time Management Competency Reliability, Validity*

Time management skill is a key to an academic success. Time management skill plays a vital role in improving student's academic performance and achievements. Students all around the world learn this as sooner or later. Time management is an art and a science. Every one possesses equally but fails to utilize due to certain reason. For achieving success in life is effectively managing these resources. It is a process by which an individual manages his/her time available. Time can be managed by keeping record of all the activities throughout the day for one week. Management of time is a skill that concerned with respect to interest and importance with respect to availability of time and intensity of problem. Time management is essential for health and also for personal effectiveness. Without physical health, you cannot pave the way for progress in life. A person experiences many impulses, stress, anxiety and depression when his time is out of control. The better a person is able to control himself, the more he can organize himself in life. The better he will be able to sleep and this efficient time will make him stress free.

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Time Management is the key to academic success. Time management skills play a vital role in impacting the academic achievement and performance of the students. All students learn it sooner or later. Students who adopt time management early in life achieve their goals at the same speed and achieve social prestige by improving their lives. Time management is an art and a science. Time brings equal opportunities in the life of every person. But the person who makes good use of time gets success. Time management is of great importance in making life effective. One can do time management in life by recording the activities themselves for 1 week. The longitudinal and intensity of problem, effective and skilled work manage time. And can know the importance of time management. If the student is able to manage his time properly, then he can achieve more success by participating in co-curricular activities also. It is very important to plan study time. Time management includes many components Effective planning, setting goals, setting time limits, fulfillment of responsibility, priority of activities according to importance and utilization of time etc.

Time Management was defined by different researches is as follows:

According to Lakein (1973) - "Time management has been described using many different terms including spontaneity, balance, flexibility, and having control over time. how much time to allow for certain tasks (time estimation), adjusting to the unexpected (problem solving), reconsidering goals and priorities on a regular basis (evaluation), and observing patterns and trends in behaviour

" **According to Crutsinger (1994)** - "Time management determining what one should do by setting goals, deciding which events are the most important and realizing that other activities will have to be scheduled in order around them (prioritizing), making decisions about.

According to Kelly (2002) - "To utilize time effectively, individuals must first be able to predict how much time is needed for the activity."

Macan, et al. (1990). According to Lay and Schouwenburg (1993) the concept of time management is generally defined in terms of clusters of behavior that are assumed to ease efficiency and recuperate stress.

Time management includes various skills like goal setting, planning, prioritizing, decision-making, setting up and proficiency. George and Jones, (2000); Ancona et al., (2001); Wright, (2002) discussed the need for better incorporating time. The increasing salience of time is reflected in theoretical as well as practical Publications models and research designs. Time management competency refers to a range of skills, tools and techniques used to manage time when completing particular tasks, projects, and goals adhering with a due date. A time management competency is not concerned to just occupation activities, but embrace personal activities as well. Time management system is a planned blend of processes, tools, techniques, and methods. Time management competency is required and necessary in every project development and project completion. Time management includes balance, flexibility, and control over time. Time management competency reflects some of the traits and abilities required for success job. Time management competency refers to managing time successfully i.e. the right time is owed to the right activity. Effective time management helps individuals allocate specific time slots to activities as per their importance. The meaning of time management is related to organizing tasks like learning tasks - writing, listening, and responding to teacher questions.

Eilam and Aharon, (2003) viewed time management competency as a way of managing, monitoring and calculating time among school students. Maintaining a variety of

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responsibilities with effective manner into a given time is also a big task. There is some key behavior like prepare a list „to do“, allocates time to planning and thinking for the tasks, assigns priorities to tasks. Control over time and spent it into carefully give lots of benefits.

Hellsten (2005) focused on the lack of a theoretical model of time management. There has been no available psychometric review or judgment of these instruments for assessing standard time management.

Kayode (2007) and Bello (2008) both agree that the term time management is a misnomer. Most literatures analyzed agree on the nature of the concept of time management. According to them, one cannot manage time. One can only manage the events in one's life in relation to the time available. One's used time depends on the skills learned through self analysis, planning, evaluation, and self-control. Time management is also occasionally referred to as „self-management“ or „independent working“. It is mainly significant for regulate jobs because an individual have greater level of responsibility. Competency in time-management helps in personal development. It includes finding an appropriate work-life balance and demonstrating self- motivation, time and project management. Time management competency removes stress, anxiety as well as depression. It creates the balance between academic careers and personal responsibilities. Time-management competency focuses on independent, selfdirected work and project management.

Kearns & Gardiner, (2007); Swart et al., (2010); Van Der Meer et.al., (2010) identified the studies that utilized a study full calculation of time management. They showed about time that it is a priceless resource and continues to pass by without coming back. Time management competency includes the managing of work. According to the dictionary of Harvard University, “There is a difference between Managing Work and Time Management. Managing work is focus on within the job/role or related to planning how the work will do given time but Time Management is closely related to planning and organizing the work with respect to the priorities. Dr. Oluseyi A.

Shadare (2009) investigated the influence of time management style on conflict resolution successfulness in work organizations in South-Western Nigeria. Shellenbarger, (2009) and Mercanlioglu, (2010) concluded those who cannot perform the necessities of time management effectively in their personal and business lives will result in failure and sadness.

Dimension of Time Management Skill:

Time Management skill scale will be used to assess Time Management skill of students. Generally, it is found that, three necessary foundations for effective time management: **clarity of intention, focus on effectiveness, and desire to innovate and improve**. For the identification of dimensions of Time management, related literature and researches carried out in India and abroad were reviewed. After this, researcher found the five dimensions of time management. The five components of time management are – Goal, Attitude, Programming, Scheduling and Priority. The time management skills consist of following dimensions:

- 1. Programming:** A plan of action aimed at accomplishing clean objectives with details on what work is to be done.
- 2. Attitude:** An attitude is an expression of favor or disfavor toward a person; place things or event.

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- 3. Scheduling:** A plan of procedure usually written for a proposed objective, especially with reference to the sequence and time allotted for each item or operation.
- 4. Priority:** - Set some activity which is more important than other activity and that needs to be done with first or before others. On the basis of the above dimensions time management is constructed by researcher for the Adolescent.
- 5. Goal:** A goal is a desired result that a person or a system envisions plans and commits to achieve
- 6. Evaluation** –An individual should evaluate himself; his performance, attitude and behavior; in this way, he comes to know his weaknesses and can adopt measures to improve them. Identification of flaws and inconsistencies is a must and that comes through the process of evaluation.

Time management includes various skills like goal setting, planning, prioritizing, decision-making, setting up and proficiency.

DEVELOPMENT OF TIME MANAGEMENT COMPETENCY SCALE

For measuring Time Management Competency Scale Likert five-point scales was adopted advanced to degree numerous components of the Competency Scale. The scale is distributed with normal curve distributions with respect to end points highest positive and negative distributions. Five alternatives for which solution had been decided respectively Totally Agree, Agree, Undecided, Indefinitely Disagree, and Completely Disagree. The Time Management literature associated with Time Management and experts/specialists at the difficulty had been consulted earlier than the dimensions became advanced. The scale is for use on the scholars of each English and Hindi medium. So, retaining in view the occasions of various institutions. The scale became organized in each the languages. Content experts' involvement with face validity with an organized ways difficulty and discrimination validity established against each items. Initially, a **sixty-five** statements had been organized retaining in thoughts the character and situations of secondary and graduate degree college students within side the scale. In this scale, components associated with Programming, Attitude, Scheduling, Priority, Goal and Evaluating had been included. With the involvement of 12 experts, out of hundred developed statements as draft finally fifty statements had been determined appropriate for measurement. The scale was finalized with **thirty** items out of fifty determined appropriate statements after establishing reliability and validity. The procedure for calculation of reliability and validity with values are given below.

Validity

The list of 50 items was administered on 300 students of age 13-24 years High and low group were formulated on the basis of obtained scores of the subjects. To compare the responses of two groups in respect of each items' 't' test was applied. The range of significant level being was established within 0.05 and 0.01. The value of 30 items was found more than table value 1.67 and 2.66 with $df = 52$. Finally 30 items were selected for the scale.

Reliability

Coefficient of reliability was computed by Split half method and Spearman Brown method. It was found .79 by split half method and .96 by spearman brown method. Simple t-test was used in order to establish the reliability.

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Table-1 Stepwise total numbers of selected statement are under

Serial number	List of various step of time management	Item number serial wise	Total number of statements
1	Programming	1,3,4,5,6,13,15,20,23,24	10
2	Attitude	2,7,9,17,19,30	06
3	Scheduling.	10,21,22,25	04
4	Priority	16,27	02
5	Goal	8,21,22,25	04
6	Evaluation	11,12,14,26	04
			30

Scoring: The positive and negative statements along with their Weightage are shown in the Table 2 below; The scoring was made according to the responses given according to positive and negative items.

Table-2 Weightage check for scoring positive and negative statements

Statements	Item Serial No.	Scoring				
		Strongly Agree,	Agree,	Undecided	Disagree	Strongly Disagree
Positive	1,3,5,8,9,11,12,14,15,16,20,22,23,24,26,27,28,29,30	5	4	3	2	1
Negative	2,4,6,7,10,13,17,18,19,21,25,	1	2	3	4	5

Time Limit

There was no time limit but students took about 35 minutes. While using no time limit should be kept and students should be encouraged not to devote much time on a statement

Norms: Since norms are often needed for selection and placement the individual in a group, percentile norms are calculated for different samples of populations. An easy and Meaningful interpretation can be made with the percentiles to a particular raw score.

Table-3

Percentiles	Scores					
	High School & Intermediate		Graduation		Post Graduation	
	M	F	M	F	M	F
P99	142	143	144	145	145	146
P95	139	140	141	143	140	142
P90	135	138	136	137	138	139
P80	126	127	127	130	128	130
P75	125	125	126	127	136	136
P70	123	124	124	126	125	126
P60	111	115	113	115	114	115
P50	107	108	109	108	109	110
P40	85	87	87	87	88	89
P30	64	56	66	67	68	68
P25	59	61	61	62	62	63
P20	55	56	57	56	58	58
P10	48	52	49	50	49	50
P5	45	46	45	46	46	48

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Interpretation

Interpretation of Percentiles norms can be catogarised broadly as under:

Table-4

S.No.	Scores	Interpretation
1	Below P5	Very Low Time Management Competency
2	P6 TO P24	Low Time Management Competency
3	P25 TO P45	Average Time Management Competency
4	P46 TO P74	High Time Management Competency
5	P75 and Above	Very High Time Management Competency

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Conflict of Interest

The author(s) declared no conflict of interest.

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