

Time Management Practices and Job Satisfaction: A Case of Private University

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Abstract

This paper examines the time management practices in a private higher education institution in Jordan.

The data are generated by questionnaire which was informed by preliminary interviews. Further interviews were carried out to aid interpretation of the responses. Descriptive statistics on the importance and frequency of use of individual practices provide the basis for discussion.

The findings in regards to the demographic variable (gender), females are satisfy with their jobs and using time management mechanics more than males, and have more ability than males to organize their activities in the work environment. Males have control over their time and have a habit of setting goals and priorities more than females. Also, the results indicate that both males and females personalities are equally the same which they are "open to a new experience".

The results of the regression analysis show there's a significant relationship between time management mechanics and job satisfaction, and no significant relationship between both "goal setting and priorities" and "preference of organization" and job satisfaction. Also, the personality variables have no significant relationship wish job satisfaction.

Furthermore, the correlation results show that job satisfaction had significantly positive relationships with goal setting and priorities, and time management mechanics. Also job satisfaction was significantly associated with preference of organization. Though according to the results the time management behavior TMB is highly correlated with job satisfaction, hence the people who have job satisfaction are highly using time management behavior.

Time management practices are used but there are indication of likely increased the relationship between time management behavior and job satisfaction. As a result, time management mechanics should encourage in the work environment but more research is needed especially the case study approach.

The survey provides a unique detailed examination of actual time management practices and an indication of future trends.

Keywords: Time Management, Time Management Practices, Job Satisfaction, Higher Education Institution, Jordan

1. Introduction

The importance of time has long been viewed, since the beginning of creation (Hood, 2010). In the current business era, which is characterized by speed and competition, time has become a commodity in high demand. According to Claessens *et al.*, (2005) there has been a rising recognition of the importance of time in the organizational literature during the last two decades. Others emphasized on the ways in which people in organizations manage their time, and how their efforts can be improved (Macan, 1994).

Furthermore, several authors proposed methods on how to handle time issues on the job (Lakein, 1973; Mackenzi, 1972), they intent to raise the job performance through using simple remedies such as writing work plans down on paper (so-called "to-do lists"). On the same view, Drucker (1967) found out that when time pressure is high even if ones planned work this pressure may lead to delay what it is planned to work. According to Forsyth (2013), in order to make time management work for you, there are two major key factors: the first one is the way of planning your time which helps in creating a significant basis upon which one can build and work, and the second is how to fulfill the detail of what you do which consists of numerous operational factors, practices, methods and tricks, all of which can positively help individuals in their work.

Time management is mandatory, in fact, every one of us practices time management every day, but the question is how well we do it, and how it affects in what we do, and what its impacts on our productivity and performance (Forsyth, 2013). However, the time management definition is much complicated than the concept of time. Table 1 shows the time management definitions according to many researchers.

Table 1: Time management definitions

Author	Definition
Drucker, 1967	A combination of processes, that require from the individuals to record, manage, and consolidate their time based on time management techniques (e.g. “to do list”), not based on memory.
Lakein, 1973	Time management defined in several definitions, but generally it’s whole about determination element; determine what you want and plan for it then you will meet the required goals.
Macan, et al., 1990; Macan, 1994; Macan, 1996	Time management is a combination of techniques that assess the individuals to do their activities effectively.
Ranjita & Michelle, 2000	Time management defined as a group of behaviors aim to achieve the productivity and decrease the stress.
Billie & Irit, 2003	Time management defined as a process of supervision and controlling self-activity, so it’s referred to self-regulated and planning.
Manfred, 2002	Time management defined as a goal of living condition is measured by time-budget as well as subjective well-being, in addition time availability is representing individual’s life as well as income and commodity.
Wu & Passerini, 2013	time management is the art of organizing business and personal matters in such a way that you and your things reveal when, where, and how you have intended them to, as frequently, ubiquitously, and with less effort, as possible.

These calls for the management of time and the motivation for creating time management behavior as an important and necessary task to achieve productivity (Orlikowsky, 2002), which is one of the motivation to conduct such study. The aim of this paper is to report the current use of time management in Princess Sumaya University for Technology (PSUT)¹ as a context for this research in day to day activities.

The remainder of the paper is organized as follows. The next section sets out the literature review. This is followed by details of the empirical design. The survey findings are then summarized, followed by a discussion of their implication. The last section sets out the conclusions.

2. Literature Review

As we can see the concept of time management from (1967-2013) shows in Table (1) remained the same, but since the rise of technology it has become easier to manage one’s time; for example using smart phones. Also time management perfectly tied to effectiveness element rather than efficiency because effectiveness is about pick the right thing to do it in the right time, efficiency do the right thing, hence it’s better to keep efficiency in its place (Macan, 1994).

Many authors recognized the effect of time management training programs on time management and on outcomes such as job performance was examined in several studies (Claessens *et al.*, 2005). The results were mixed, with respect to the effectiveness of time management training. Some studies supported this argument (Green & Skinner, 2005; King *et al.*, 1993; Slaven & Totterdell, 1993; Claessens *et al.*, 2005), as participants indicated that they did engage more frequently in time management behavior after a time management training program; whereas other studies had a contrary result (Macan, 1996). A positive relation between time management training and performance (e.g. time spent on working on high-priority tasks) was found in studies such as (King *et al.*, 1993; Orpen, 1994), whereas in other studies (Macan, 1996; Slaven, 1993) this relation was not found.

Successful time management can help in setting your priorities and setting your work plan as well. It is important to consider a good communication in the organization, because it can help in handling personal interruptions or conflicts (Johnson- Blake, 2010). Poor time management can cause so many effects and consequences, and lead to overdue tasks, devastated work plan, overconfidence, or even worse, might cause one in losing his or her job. Yet another disadvantage of time management is abashment, some people have inability to say “no” to others when they are being asked to do a task while they haven’t done theirs (Forsyth, 2013).

The key for utilizing time is to do the most important job now, however, many managers miss this point by spending much time on low priority jobs leaving little or no time for the really essential ones (Constance & Dinwiddie, 1985). Effective time management leads to increased productivity and higher satisfaction on both personal and professional levels; however, some techniques are required to achieve successful time management; these include setting short and long-term goals, setting priorities among responsibilities, planning and organizing activities, and minimizing time wasters (Gordon & Borkan, 2014). A

¹ PSUT serves as a prime institution in information technology, electronics and business. It is owned by the Royal Scientific Society, the leading applied research centre in Jordan.

research has found that time management decreases the level of stress (Häfnera *et al.*, 2013). On the same hand, having a balanced time perspective through time management improves well-being and productivity on many levels: work-related, social and personal (Boniwell *et al.*, 2014).

The most common variables that used to be linked to time management include psychological well-being (Macan, 1994; Ryff & Singer, 1996; Jex & Elacqua, 1999; Harrison & Liska, 1994; Macan *et al.*, 1990; Lang, 1992; Barling *et al.*, 1996), personality, job satisfaction (Decenzo & Robbins, 2007; Agypt & Rubin, 2012; Kasimati, 2011; Chang & Nguye, 2011), and job performance (Murphy, 2012).

3. Research Methodology

This section describes and explains the issues related to the research methods and justifies the multistage research design. As stated by (Sekaran & Bougie, 2010), scientific research emphasizes on fixing problems step-by step, logically, in an organized and rigorous method to; identify the problems, gather data, analyze them and draw valid conclusion from them. Scientific research is “studying a problem to solve it based on precise scientific rules”, also it’s a “process of inducing information and facts about a phenomenon or specific problem through the methodology to prove the research hypothesis” (ibid).

3.1 Subject Selection and Description

In this research, data were collected from employees (Administrative and Academic) at Princess Sumaya University for Technology (PSUT) of a total of 52 surveys completed by respondents. PSUT was chosen on the basis of ‘openness to society’ access in addition to the following reasons. PSUT is non-profit private Jordanian university and a centre of educational excellence both locally and regionally. Being nonprofit with a socio-cultural mission, it combines a public sense of social responsibility with the entrepreneurial drive of the private sector². Furthermore, PSUT encourages creativity, and innovation both in its area of specialization and in related areas. At PSUT one-hundred and twenty-five surveys were distributed by university’s email, and 10% response rate was achieved online due to the weather conditions were suffered during the period of study, this rate was too little to cover the study though.

Therefore, research followed the traditional way to distribute the survey in paper and conducted into two versions (Arabic and English) to be more precise by respondents, were 80 surveys distributed. Overall, 65 employees returned the survey yielding 52 usable surveys (13 were deleted because of missing data).

3.2 Research Design

Procedure: all measures were self-administrated; instructions for completion were given on the cover page to avoid calling attention to the time management issue included information, on the cover page, informing respondents that the survey examined opinions about time management behavior questions, perceived control over time, job satisfaction, and personality, in addition to the demographic questions. Unless otherwise stated, each question was measured on a five-point “Likert-type” scale, ranging from (1) ‘strongly disagree’ to (5) ‘strongly agree’. This is the respondents answer quickly over a continuous range (Otley, 1976). A complete set of the questionnaire and the percentage of frequency distribution of responses are given in Appendix 1.

Time management behavior: thirty-three time management behavior items developed by Macan *et al.* (1990) with a completion of time management tips ideas and techniques will use to assess subject of use of time management behavior they covered topic areas including setting goals, prioritizing, organizing, scheduling the scale items will intended to measure the extent to which time management behavior are used.

Perceived control over time: five items assigning extent to which individuals believe they can directly affect how their time is spent were taken from Macan, (1994). The items were “I often evaluate my daily schedule in order to control my time”, “I find myself procrastinating on tasks that I don’t like but that must be done”. Responses were made using the same Likert 5- points scale used for time management behavior.

Job satisfaction: the six-item general job satisfaction scale from the Job diagnostic survey by Hackman & Oldham (1975) was used, this scale indicates how satisfied an employee in work in general.

Personality: the ten-items were taken from *Ten -Item Personality Inventory (TIPI) was used by Kara, 2013. This scale indicates personality dimensions of worker in PSUT* (Extraversion, agreeableness, Conscientiousness, Emotional Stability, and Openness to Experiences).

3.4 Instrumentation

The quantitative method (survey) was the tool used to gather data for this study. The sources that were used in the survey: Simultaneity (Agypt & Rubin, 2012; Job satisfaction (Miah & Talukder, 2012). Perceived time of

² PSUT is governed by a hierarchy of councils and boards, at the top of which is its fifteen-member board of trustees, chaired by her Royal highness Princess Sumaya Bint El-Hassan. The board includes academics, scientists, bankers, and business leaders. It is charged with strategic planning, policy making, and monitoring progress.

control; Time structure (Chang & Nguyen, 2011). Schedules wasted time; Breaks down tasks; Schedules time daily; Sets priorities; Sets deadlines; Sorts mail daily; Avoids interruptions; Sets short-term goals; Schedule activities weekly; Evaluates daily schedule; Reviews activities; Organizes tasks by preference; Makes list of things to do; Reviews goals; Organizes paperwork (Macan, 1994).

3.5 Data Collection Procedures

The survey will be conducted by the researcher with the randomly selected individual participants from academic and administrative staff in PSUT in general. The survey will be asking a number of questions to the academic and administrative staff in PSUT in general. The survey in total may take 10-15 minutes to fulfill all the questions. The survey questions cover only key areas that are closely related or relevant to the study.

3.6 Data analysis

This project quantitative findings, based upon survey questions. The emerging themes will then be examined based on their intensity, depth, and specificity with the research question.

In this research Pearson Correlations and Linear regression sampling will be used to get information needed in a survey of employees in PSUT and to correlate the relationships between the variables.

3.7 Strengths and Limitations of the Methodology

This study had a good opportunity to explore the way to collect the required information from the administrative and academic employees in PSUT, and used a quantitative methodology to collect information via a survey. This methodology was chosen because it's fair enough to cover the issue that needed according to Macan (1994) research because of time constraints, this method was useful to the present research.

The limitations of this approach are that have not received enough response to the survey due to the weather conditions. Therefore, more research is needed by interviewing people with psychological specialists making research more insightful, in-depth and supportive of this research concept. The replication that research faced through this study that the research has been done in the low cultural context country, people who pay more attention on time rather than relationships, and Jordan has a high cultural context, which means people who pay more attention on relationships rather than time, and also the odd number of surveys wasn't accurate enough because the response was negative with the neural average.

4. Study Results and Analysis

This section covers the extracted themes that were derived from the analysis of data; each theme converses an issue related to Time Management Behavior TMB and personality with job satisfaction and reflects administrative and academic ways and practices of TMB in their work and different personality effects of using of time management and also their job satisfaction.

This study initially collected 65 surveys and ignored 13 because of missing data, so the 52 surveys were valued to be analyzed and included in the study. This study used Likert 5-point scale to measure each question in order to be used later on in analyzing the upcoming results. The responses range from (1) Strongly Disagree to (5) strongly agree.

This study examined relationships between variables which are divided into DVs, IVs and mediator variable through SPSS quantitative analysis, and acquired the survey questions from different sources simultaneously: Job satisfaction (Miah & Talukder, 2012); perceived time of control, time structure, (Chang & Nguyen, 2011); and added a personality factor as IVs (Gosling, 2003), and have related each type of the five types of personality that have mentioned earlier in the literature review to mediator variable DVs.

The survey contains 45 questions sequentially demographic questions, time management behavior questions, Job satisfaction, and ten-item personality measurements (TIPI). Because TMB contains 3 factors (Goal setting and priorities, Time management mechanics, and preference of organization), the study categorizes questions in a way that measures each variable related to TMB separately making it much apparent to the reader.

The demographic questions that have measured (Age, gender, educational level, seniority in work, and work experience), and have divided the survey questions into personality parts that examined each type of personality and relate them to a mediator variable IVs as mentioned previously and then measure TMB in PSUT from question 1 "I find myself procrastinating on tasks that I don't like but that must be done" to question 20 "I tend to organize my paperwork.". Then examined Job satisfaction through some items from question 21 "I am very satisfied with my job" to question 29 "I don't mind moving to another institution, even with the same amount of salary" then added an intelligence quiz (IQ) test in order to measure decision ability with workers, however unfortunately we have canceled that because only 10 responses out of 65 were received (Kasimati, 2011).

This study also applied some statistical methods to analyze the results and discover the relationship

between variables, such as: normal statistical measurement (mean, mode, median); Pearson correlation³; and Linear Regression⁴.

4.1 Survey Results

In regards to the demographic questions, the respondents were mainly (71%) with an average age group of less than 40 years were female (49.1%) and male (50.9%). The highest educational attainment of the subject was as the following: 49.1% were bachelor degree, 20.8% were master's degree, and 30.1% were Ph.D., the respondents were employed in the following types of jobs: administrative staff 69.8% and academic staff 30.2%.

The survey results in Table (4.2) below show how demographic variables related to other variables in the theoretical framework: The first variable that we are going to connect with demographic variable (gender) is Job satisfaction: The mean of male Job satisfaction, shown in Table (4.2), is (4.1731), and (4.6410) for the female which is higher than that of males so females are satisfied with their jobs more than males.

The second variable is the mediating factor (perceived control over time) and how it's related to demographic (Gender): the result showed that (3.2080) of the male has control over their time and female have control over their time (2.9385) which is lower than male.

The third variable is the Goal setting and priorities and how it's related to demographic (Gender): the result showed that (3.6067) of the male has a habit of setting goals and priorities higher than female, and female have (3.5769) which is also good and indicates that time management behavior have been used by PSUT workers.

The fourth variable is the time management mechanics and how it's related to demographic (Gender): the result showed that (3.7000) of the male using mechanics such as (smart phones...) to organize their time and female have (4.0846) which is higher than male.

The fifth variable is the preference of organization and how it's related to demographic (Gender): the result showed that (3.8269) of the male have ability to organize their activities (e.g. projects) in work environment, and female showed (3.9100) which are higher than male. So, females have more ability than males to organize their activities in work environment.

In regards to Personalities that have been mentioned deeply in the literature review with genders: The workers in PSUT have shown that the most popular personality that took highest response is they are "open to a new experience" and the result indicates both male and female are equally the same (4.0769); the agreeableness personality in the female is (4.0769) which is higher than male (3.3077); conscientiousness personality in male is (4.2500) which higher than female (3.8654); female Emotional Stability is lower (3.3077) than male (3.8846). And seniority in work is shown high in female (2.58) than male (2.38).

Also the survey results show that TMB is used by female than male and this is accurate because the time management mechanics and preference to organization high in female than male, however Goal setting and priorities with male (3.6067) is higher than female (3.5769) which is little variation (0.0298). hence we can say that because female are using TMB than male they have more job satisfaction with (4.6410) than male (4.1731) as showed previously, so the more you are satisfied the more you are caring about how to manage your time effectively.

³ The Pearson product-moment correlation coefficient is a measure of the strength of the linear relationship between two variables. It is referred to as Pearson's correlation or simply as the correlation coefficient. If the relationship between the variables is not linear, then the correlation coefficient does not adequately represent the strength of the relationship between the variables (McClave, 2007). Pearson correlation factor used to analyze the data because its examine correlation between variable, which is a measure of how well they are related.

⁴ Linear regression is an approach to model the relationship between a scalar dependent (e.g. *Job satisfaction*) and one or more explanatory independent variable Time management behavior (goal settings and priorities, time management mechanic's, preference for organization) and personality mediator factor perceived control over time (ibid).

Table 4.2: Survey Results

Gender		Job	Perceived	Goal	Time MM	Pref Org	Personality	Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness to Experiences	Seniority in the Current Position
Male	Mean	4.1731	3.2080	3.6067	3.7000	3.8269	3.3833	3.4615	3.3077	4.2500	3.8846	4.0769	2.38
	Median	4.2500	3.2000	3.6667	3.7000	4.0000	3.4000	3.0000	3.0000	4.5000	4.0000	4.5000	2.00
	Std. Deviation	.88629	.70824	.80490	.77820	.76410	.64110	.84762	.73589	.83964	.62141	.82088	.852
Female	Mean	4.6410	2.9385	3.5769	4.0846	3.9100	3.2385	3.5000	4.0769	3.8654	3.3077	4.0769	2.58
	Median	4.9167	2.9000	3.6667	4.3000	4.0000	3.2000	3.5000	3.2500	4.0000	3.0000	4.2500	2.00
	Std. Deviation	.57868	.41093	.74271	.70693	.71764	.39908	1.0954	.87530	1.07292	.73589	.84489	1.362
Total	Mean	4.4071	3.0706	3.5915	3.8923	3.8676	3.3080	3.4808	3.3462	4.0577	3.5962	4.0769	2.48
	Median	4.6667	3.0000	3.6667	4.1000	4.0000	3.2500	3.5000	3.0000	4.5000	3.5000	4.5000	2.00
	Std. Deviation	.77783	.58627	.76617	.76128	.73545	.52870	.96995	.80158	.97344	.73457	.82477	1.129

4.2 Regression analysis

According to the result shown in Table 4.3 below, “Goal setting and priorities” = 0.728 which is greater than $p=0.05$ so there’s no significant relationship between Goal setting and priorities and job satisfaction. Time management mechanics=0.024 which is lower than 0.05 there’s a significant relationship between time management mechanics and job satisfaction, the higher the usage of time management mechanics the higher the job satisfaction. Preference of organization=0.975 which is greater than $p=0.05$, so there’s no significant relationship between the preference of organization and job satisfaction.

Table 4.3: Coefficient a,b

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.214	.733		3.020	.004
Goal	.063	.179	.066	.350	.728
Time MM	.445	.190	.459	2.343	.024
PrefOrg	-.006	.185	-.006	-.031	.975

a. Dependent variable: Job

b. Selecting only cases for which Perceived < 6.00

According to the result shown in Table 4.4 below, extraversion=0.801 which is greater than $p=0.05$, there’s no significant relationship between extraversion personality and job satisfaction. Agreeableness=0.657 which is greater than $p=0.05$, so there’s no significant relationship between Agreeableness personality and job satisfaction. According to the Conscientiousness=0.409 which is greater than $p=0.05$, so there’s no significant relationship between Conscientiousness personality and job satisfaction. Emotional Stability=0.509 which is greater than $p=0.05$, so there’s no significant relationship between Emotional Stability personality and job satisfaction. Openness to Experiences=0.145 which is greater than $p=0.05$, so there’s no significant relationship between Openness to Experience personality and job satisfaction. Generally, in this research, the personality variables have no significant relationship with job satisfaction $p>0.05$.

Table 4.4: Coefficient^{a,b}

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.199	.887		6.989	.000
Extraversion	.032	.126	.040	.253	.801
Agreeableness	-.062	.138	-.064	-.446	.657
Conscientiousness	-.112	.134	-.140	-.833	.409
Emotional Stability	-.103	.155	-.097	-.665	.509
Openness to Experiences	-.214	.144	-.227	-1.483	.145

a. Dependent variable: Job

4.3 Correlation Results

The Results showed that in Table (4.5) below conclude that there is a non-statistically significant correlation between job satisfaction with the mediator variable perceived control over time, $r = (.078)$, This means that changes in job satisfaction are not correlated with changes in the second perceived control over time. Job satisfaction had significantly positive relationships with goal setting and priorities, and time management mechanics, $r = (.375^{**})$, and $(.499^{**})$, $p < .01$ for all. Also job satisfaction was significantly associated with preference of organization, $r = (.307^*)$, $p < .05$. Though according to the results the time management behavior TMB is highly correlated with job satisfaction, hence the people who have job satisfaction are highly using time management behavior.

This study chose to add personality as a predictor of IVs that hypnotized previously, there 5-types of personality according to (Ten-Item Personality Inventory – TIPI, from *Gosling , 2003*), and divided them into 5 variables to analyze each result of each and how its correlated with job satisfaction: the first one is extraversion personality which found that female perceived high extraversion personality (3.5000) than male (3.4615), extraversion personality $(-.070)$ non-statistically significant correlation between job satisfaction and extraversion personality; so workers who extroverted are not satisfied with their jobs and this analyzing logically because these types of people are enthusiastic and want new experience. Agreeableness, Conscientiousness, and Emotional Stability, there is a non-statistically significant correlation between those variables and jobs satisfaction = $(-.089)$, $r = (-.250)$, and $r = (-.181)$. Job satisfaction had significantly negative correlation with openness to a new experience personality, $r = (-.294^*)$, $p < 0.05$, so we could conclude that when the passion to ride new experience increases, the participant job satisfaction decreases. Perceived control over time is mediator variable that hypothesized to mediate the relationship between DVs and IVs, results showed that perceived control over time statistically significant correlation with Setting goal and priorities $r = (.432^{**})$, $p < .01$. Also perceived control over time statistically significant correlation with a preference of organization, $r = (.296^*)$, $p < .05$. Perceived control over time non-statistically significant correlation with time management mechanics, $r = (.222)$. However, Perceived control over time did not significantly correlate with 5-types of personality. Goal setting and priorities is the IVs that is type of time management behavior, goal setting and priorities is statistically significant correlation with time management mechanics, and preference of organization, $r = (.631^{**})$, and $r = (.583^{**})$, $p > .01$, which conclude that when the individuals' tendencies to set goals and priorities increases, the participant utilize time management mechanics, and preference of organization also increases. Furthermore, Goal setting and priorities did not significantly correlate with 5-types of personality. Time management mechanics is IVs, time management mechanics is statistically significant correlated preference for organization $r = (.658^{**})$, $p > .01$, we can conclude that when the participant utilize time management mechanics increases, the participant preference for organization also increases. Also time management mechanics and preference of organization did not significantly correlate with 5-types of personality.

Table 4.5: Pearson correlation

Correlations												
		Job	Perceived	Goal	Time MM	Pref Org	Personality	Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness to Experiences
Job	Pearson Correlation	1	.078	.375**	.499**	.307*	.209	-.070	-.089	-.250	-.181	-.294*
	Sig. (2-tailed)		.585	.007	.000	.029	.144	.624	.531	.074	.198	.034
	N	52	51	51	52	51	50	52	52	52	52	52
Perceived	Pearson Correlation	.078	1	.432**	.222	.296*	.380**	.211	-.020	.140	.046	-.080
	Sig. (2-tailed)	.585		.002	.117	.037	.007	.137	.890	.328	.749	.577
	N	51	51	50	51	50	49	51	51	51	51	51
Goal	Pearson Correlation	.375**	.432**	1	.631**	.583**	.440**	.166	.030	.002	.061	-.162
	Sig. (2-tailed)	.007	.002		.000	.000	.001	.245	.833	.990	.669	.256
	N	51	50	51	51	50	50	51	51	51	51	51
Time MM	Pearson Correlation	.499**	.222	.631**	1	.658**	.230	-.040	.204	-.095	.054	-.068
	Sig. (2-tailed)	.000	.117	.000		.000	.108	.778	.148	.505	.704	.633
	N	52	51	51	52	51	50	52	52	52	52	52
Pref Org	Pearson Correlation	.307*	.296*	.583**	.658**	1	.275	-.207	.004	-.008	.128	-.054
	Sig. (2-tailed)	.029	.037	.000	.000		.055	.144	.975	.955	.369	.705
	N	51	50	50	51	51	49	51	51	51	51	51
Personality	Pearson Correlation	.209	.380**	.440**	.230	.275	1	.047	-.135	-.173	-.115	-.294*
	Sig. (2-tailed)	.144	.007	.001	.108	.055		.745	.351	.230	.425	.038
	N	50	49	50	50	49	50	50	50	50	50	50
Extraversion	Pearson Correlation	-.070	.211	.166	-.040	-.207	.047	1	-.187	.401**	.065	.259
	Sig. (2-tailed)	.624	.137	.245	.778	.144	.745		.185	.003	.649	.063
	N	52	51	51	52	51	50	52	52	52	52	52
Agreeableness	Pearson Correlation	-.089	-.020	.030	.204	.004	-.135	-.187	1	.056	-.008	.048
	Sig. (2-tailed)	.531	.890	.833	.148	.975	.351	.185		.696	.957	.736
	N	52	51	51	52	51	50	52	52	52	52	52
Conscientiousness	Pearson Correlation	-.250	.140	.002	-.095	-.008	-.173	.401**	.056	1	.314*	.403**
	Sig. (2-tailed)	.074	.328	.990	.505	.955	.230	.003	.696		.023	.003
	N	52	51	51	52	51	50	52	52	52	52	52
Emotional Stability	Pearson Correlation	-.181	.046	.061	.054	.128	-.115	.065	-.008	.314*	1	.190
	Sig. (2-tailed)	.198	.749	.669	.704	.369	.425	.649	.957	.023		.178
	N	52	51	51	52	51	50	52	52	52	52	52
Openness to Experiences	Pearson Correlation	-.294*	-.080	-.162	-.068	-.054	-.294*	.259	.048	.403**	.190	1
	Sig. (2-tailed)	.034	.577	.256	.633	.705	.038	.063	.736	.003	.178	
	N	52	51	51	52	51	50	52	52	52	52	52

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4. Summary and Conclusions

The central aim of this paper was to report on the current state of time management practices in a private higher education institution in Jordan. This is particularly relevant to the conclusions of past research by Chang & Nguyen, 2011; Gosling *et al.*, 2003.

The findings of this research are based on the analysis of 52 questionnaires completed by academic and administrative personal in PSUT. Some notable findings are identified below:

In regards to the demographic variable (gender), females are satisfy with their jobs and using mechanics such as smart phone more than males, and have more ability than males to organize their activities in the work environment. Males have control over their time and have a habit of setting goals and priorities more than females. Also, the results indicate that both males and females personalities are equally the same which they are “open to a new experience”.

According to the results of the regression analysis there’s a significant relationship between time management mechanics and job satisfaction, and no significant relationship between both “goal setting and priorities” and “preference of organization” and job satisfaction. Also, the personality variables have no significant relationship wish job satisfaction.

Furthermore, the correlation results show that job satisfaction had significantly positive relationships with goal setting and priorities, and time management mechanics. Also job satisfaction was significantly associated with preference of organization. Though according to the results the time management behavior TMB is highly correlated with job satisfaction, hence the people who have job satisfaction are highly using time management behavior. As a result, time management mechanics should encourage in the work environment but more research is needed especially the case study approach.

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Appendix 1: Survey English Version

Preliminary Questions:

1. Age
2. Gender (Female/Male)
3. Highest educational level (Bachelor/Master/ph.D)
4. Career (Administrative/Academic Instructor)
5. Working experience
6. Seniority in the current position

Survey Questions: based on the following research: Agypt & Rubin, 2012; Macan, 1994; Chang & Nguyen, 2011; Miah & Talukder, 2012.

The responds range from (1) Strongly Disagree to (5) Strongly Agree.

1. I find myself procrastinating on tasks that I don't like but that must be done. (Perceived control of time)
37.7%, 17%, 24.5%, 9.4%, 9.4%
2. I find it difficult to keep a schedule because others take me away from my work. (Perceived control of time)
38.3%, 22.6%, 15.1%, 24.5%, 9.4%
3. I plan my activities so that they fall into a particular pattern during the day. (Time structure)
5.7%, 15.1%, 24.5%, 22.6%, 32.1%
4. I tend to reschedule my wasted time. (Schedules wasted time)
11.3%, 11.3, 15.1%, 30.2%, 30.2%
5. I find that during the day I am often not sure what to do next. (Time structure)
22.6%, 28.3%, 17%, 15.1%, 17%
6. I tend to break down tasks into several parts to make it easier for me to do. (Breaks down tasks)
3.8%, 3.8%, 15.1%, 43.4%, 34%
7. I tend to schedule my time daily. (Schedules time daily)

- 1.9%, 7.5%, 30.2%, 32.1%, 28.3%
8. I find it important to set priorities of my tasks. (Sets priorities)
7.5%, 5.7%, 9.4%, 34%, 43.4%
9. I often set deadlines to my tasks. (Sets deadlines)
1.9%, 15.1%, 17%, 35.8%, 30.2%
10. How often do you find yourself checking email? (Sorts mail daily)
A. Every 10 minutes or less
B. Every 20-30 minutes.
C. Every 1-2 hours.
D. Once a day.
32.1%, 17%, 30.2%, 20.8%
11. I tend to avoid interruptions during workday. (Avoids interruptions)
37.7%, 17%, 24.5%, 9.4%, 9.4%
12. I set short-term goals for what I want to accomplish in a few days or weeks. (Sets short-term goals).
28.3%, 22.6%, 15.1%, 24.5%, 9.4%
13. I schedule activities at least a week in advance. (Schedule activities weekly)
5.7%, 15.1%, 24.5%, 22.6%, 32.1%
14. In order to perform my work effectively, it requires multitasking. (Simultaneity)
11.3%, 11.3%, 15.1%, 30.2%, 30.2%
15. I often evaluate my daily schedule in order to control my time. (Evaluates daily schedule)
22.6%, 28.3%, 17%, 15.1%, 17%
16. After setting my activities, I often review them. (Reviews activities)
3.8%, 3.8%, 15.1%, 43.4%, 34%
17. I often organize the tasks by preference. (Organizes tasks by preference)
1.9%, 7.5%, 30.2%, 32.1%, 28.3%
18. I often make my to-do list. (Makes list of things to do)
7.5%, 5.7%, 9.4%, 34%, 43.4%
19. Reviewing goals is important in order to know that I am on the right track. (Reviews goals)
1.9%, 15.1%, 17%, 35.8%, 30.2%
20. I tend to organize my paperwork. (Organizes paperwork)
1.9%, 11.3%, 18.9%, 39.6%, 28.3%
21. I am very satisfied with my job. (Job Satisfaction)
5.7%, 3.8%, 24.5%, 34%, 32.1%
22. I am proud to work in PSUT.
3.8%, 11.3%, 34%, 24.5%, 26.4%
23. I want to help PSUT for better performance.
5.7%, 9.4%, 17%, 28.3%, 37.7%
24. I want to work in PSUT until retirement.
1.9% 13.2%, 30.2%, 26.4%, 28.4%
25. PSUT is a good place to work
0%, 3.8%, 9.4%, 17%, 69.8%
26. I enjoy my work in PSUT.
0%, 3.8%, 3.8%, 15.1%, 77.4%
27. I find myself looking for a new job every day.
69.8%, 11.3%, 5.7%, 3.8%, 9.4%
28. I feel I would be more useful in another position/department.
35.8%, 17%, 13.2%, 11.3%, 22.6%
29. I don't mind to move to another company, even with the same amount of salary.
66%, 13.2%, 9.4%, 3.8%, 7.5%

Personality Questions: (Ten-Item Personality Inventory – TIPI, from *Gosling et. al., 2003*)

1. I see myself as extraverted, enthusiastic. 3.8%, 5.7%, 22.6%, 30.2%, 37.7%
2. I see myself as critical, quarrelsome. 15.1%, 18.9%, 22.6%, 20.8%, 22.6%
3. I see myself as dependable, self-disciplined. 9.4%, 8.4%, 5.7%, 26.4%, 50.1%
4. I see myself anxious, easily upset. 17%, 32.1%, 22.6%, 13.2%, 11.3%
5. I see myself as open to new experiences 1.9%, 11.3%, 5.7%, 37.7%, 43.4%
6. I see myself as reserved, quiet. 24.5%, 11.3%, 26.4%, 18.9%, 18.9%
7. I see myself as sympathetic, warm 3.8%, 5.7%, 20.8%, 34%, 34%
8. I see myself as disorganized, careless. 52.8%, 18.9%, 1.9%, 9.4%, 17%

9. I see myself as calm, emotionally stable. 3.8%, 5.7%, 15.1%, 45.3%, 30.2%
10. I see myself as conventional, uncreative. 47.2%, 28.3%, 15.1%, 3.8%, 5.7%

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