

7126 / 6667: Survey Research & Design in Psychology / G
 Faculty of Health, University of Canberra
LAB REPORT COVER SHEET

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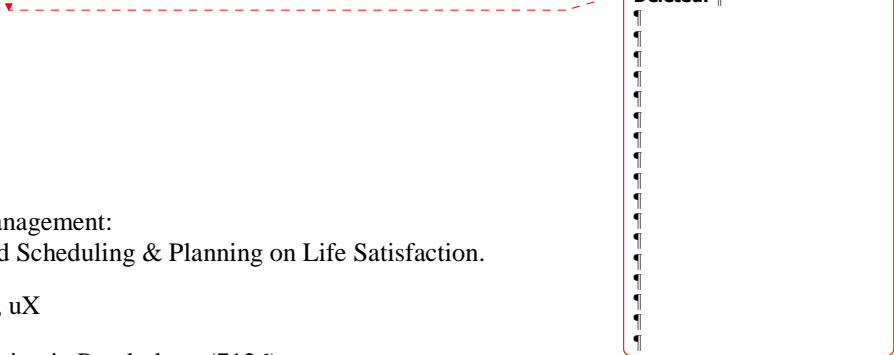
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Time Management:
The effects of Prioritising, Distractibility and Scheduling & Planning on Life Satisfaction.

X, uX

Survey Research and Design in Psychology (7126)

May 5th, 2013

Abstract

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There is a possibility that Time Management has a relationship with people's Life Satisfaction (LS). The purpose of this study was to discover how many underlying factors made up Time Management and whether or not three of these factors would have correlations with reported LS. The 560 University of Canberra students that participated in this study were required to fill out the University Student Satisfaction and Time Management Questionnaire version 6 (TUSSTMQ6) (Neill, 2011). It was hypothesised that four factors would be found and that there would be no relationship between these factors and LS. An Exploratory Factor Analysis was performed which found four underlying factors that fitted into: Prioritising; Distractibility; Scheduling & Planning; Meeting Deadlines. After performing a Multiple Linear Regression with three factors it was found that Prioritising showed a large and significant positive correlation with LS, Distractibility showed a small but significant negative correlation, and Scheduling & Planning showed an insignificant negative correlation. Although the sample used needed to be more representative of the general population, the study showed a desirable power. Results showed that future studies should focus more on Prioritising and Distractibility to understand the relationship between Time Management and Life Satisfaction.

Comment: Lovely! Overall, a HD level abstract. Concise and thorough, well done.

Time Management: The effects of Prioritising, Distractibility and Scheduling & Planning on Life Satisfaction

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TIME MANAGEMENT AND LIFE SATISFACTION

Various researchers have proposed that Time Management as a skill can be made up of a number of underlying factors (Macan, Shahani, Dipboye and Phillips, 1990). There is a possibility that these factors could affect different facets of a person's life, such as their career satisfaction and stress levels (King, Winett and Lovett, 1986), and therefore could disturb a person's general Life Satisfaction. Time Management skills can impact a student's achievement considerably and research has suggested that this issue could significantly influence the demand for school counselling (Esters & Castellanos, 1998).

MacCann, Fogarty and Roberts (2012) explain that Time Management is a large predictor in a student's success. They explain that poor time management qualities such as lack of planning and leaving tasks until the last minute contribute to poor academic performance. Kitsantas (2002) supports these claims and explains that students who report good time management skills such as approaching tasks with diligence and setting goals is predictive of performance on academic tasks.

Britton and Tesser (1991) studied the effectiveness of students' time management by focusing on their Scheduling and Planning attitudes toward university. They found three different subgroups of short range planning, long range planning and time attitudes. Research of Time Management by Macan, Shahani, Dipboye and Phillips (1990) also found a factor of Scheduling and Planning, as well as Prioritising and Setting Goals. As well as these factors, more recent research by Levine, Waite and Bowman (2007) has discussed the issue of distractibility in students, and its possible effects on academic performance. They discuss that this may be due to the availability of technology in students' lives. König and Kleinmann (2005) explain that Meeting Deadlines is also an important part of time management and that some people are more successful at this compared to others.

Esters and Castellanos (1998) explain that poor Time Management skills can have a serious effect on student's stress levels. They explain that the relationship between these variables are so serious that school counsellors need to be aware of this issue and able to assist students' with this problem. This therefore shows a possible relationship between Time Management and Life Satisfaction. Older research by King, Winett and Lovett (1986) also found similar results when they discovered a relationship between Time Management training and the extent of coping that was reported by participants. Although this evidence suggests that Time Management could have a significant relationship with one's Life Satisfaction, findings by Macan (1995) questions these results. By recording participant's job satisfaction and stress levels after participating in a Time Management training program, it was found that there was no effect on their behaviour or work-related stress.

The purpose of this study was to discover how many underlying factors made up student's Time Management, and whether or not they supported the factors proposed by past research. Firstly, based on the past research mentioned above, it was hypothesised that four factors similar to Prioritising and Setting Goals; Meeting Deadlines; Distractibility; and Planning Ahead would be found in Time Management. This study aimed to discover whether three of the most distinctive factors would have a relationship with students' Life Satisfaction. Due to the conflicting research, a Null Hypothesis was formed which stated that there would be no association between the Time Management factors and reported Life Satisfaction scores.

Method

Participants

The 560 students that participated in this study were enrolled at the University of Canberra. Of these, 223 were male and 337 female, with ages ranging from 17 to 59 years, a mean age of 22.2 years, and a median age of 21 years ($SD = 5.49$). Seven percent of the participants were international students.

Comment: Fantastic work. Your drawing together of all the research to form your own analyses is fantastic, and you have simple and clear hypotheses. Well done!

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TIME MANAGEMENT AND LIFE SATISFACTION

These statistics are representative of the current enrolment statistics at the University of Canberra, where information collected from 2011 found that 43% of students were males, which is close to the sample in this study which found 40%. The same cannot be said for the representation of international students in this study, as it only recorded 8% of the sample were international, which is under half of the international students found in 2011 (21%) (University of Canberra, 2012).

Comment: Check for consistency, you mentioned 7% earlier. Good work

Measures

The University Student Satisfaction and Time Management Questionnaire version 6 (TUSSTMQ6) by Neill (2011) consisted 101 items designed to measure students' satisfaction with the University of Canberra, their time management, overall life satisfaction, and general health and well-being.

Sixteen items of the survey were designed to collect demographic information such as gender, age, degree, and enrolment status. Five items of this survey specifically measured participant's Life Satisfaction with questions such as "I am satisfied with life" and "In most ways my life is close to my ideal". Participants were required to circle a number on a scale of one to seven that suited their feelings toward the question best (1 = Strongly Disagree; 7 = Strongly Agree).

Another 27 items measured participants Time Management skills. Questions such as "My life is well organised" and "I have a hard time concentrating" were provided and participants were required to circle the number that they felt reflected their Time Management skills best (1-2 = This statement doesn't describe me at all; 3-4 = More false than true; 5-6 = More true than false; 7-8 = This statement describes me very well). Table 1 includes a list of the four factors that were predicted to make up students Time Management.

Comment: Great. Only comment is to include a little on the development o the TUSSTMQ6 i.e what has been added to this edition

Table 1

Proposed Factors for Time Management

Scale	Proposed Factor	Example Item
Time Management	Prioritising	I balance work, rest and play
	Distractibility	I find distractions to be very tempting
	Scheduling & Planning	I prepare a daily or weekly "to do" list
	Meeting Deadlines	I get tasks done on time

Deleted: The survey can be accessed at: <http://ucspace.canberra.edu.au/display/7126/TUSSTMQ6>

Procedure

Students in a Survey Research and Design Psychology class were instructed to fill out one copy of the survey and find four other students on campus to complete four more. While on campus every fifth person who walked passed building 9 was approached and asked to complete the survey and became the sampling frame. The person was asked to complete a 15 minute survey and told that it was confidential and voluntary. This was convenience sampling with a systematic approach.

Comment: Explain what this was for an international audience

Comment: Check grammar

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Participants were told that this survey would measure their overall satisfaction, time management and general health and well-being, and that they were able to ask any questions and withdraw at any time. Participants were only approached during the daytime for safety and were provided with a pen and a clipboard as well as the survey. After agreeing to complete the survey,

TIME MANAGEMENT AND LIFE SATISFACTION

participants were instructed to read the cover page and then left for approximately 15 minutes or until they finished the survey. There was a refusal rate of seven students. After finishing the survey, participants were permitted to keep the information sheet about the study.

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The survey administration guidelines can be accessed at:

http://en.wikiversity.org/wiki/Survey_research_and_design_in_psychology/Assessment/Project/Survey_administration

Comment: Provide APA style electronic reference rather than URL in the main body

Comment: Fab ☺

Results

Data Screening

Raw data was screened and out of range data was recoded as missing data, non-representative samples were also removed from the data set. The assumption of sample size was met ($N=525$) with more than 200 cases per variable. A critical α of .05 was used.

Comment: Good start – how many cases did you remove/change? Recoding of negative worded variables?

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Exploratory Factor Analysis

The Time Management scale of the TUSSTMQ6 (Neill, 2013) was focused on using a factor analysis. The assumption of linear relations was met from a visual inspection of the correlations on a scatterplot matrix showing no outliers. The assumption of factorability was met by testing Correlations which showed a number of variables with a moderate inter-item linear correlation ($>.5$) (See appendix A). A measure of sampling adequacy using Bartlett's test of sphericity was significant ($\chi^2(276) = 6216.798, p < .001$), and Kaiser-Meyer-Olkin Measure of Sampling Adequacy was greater than .5 (KMO=.912) (See Appendix B).

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A principal components (PC) analysis was used to determine which variables could be condensed into factors. Four factors were extracted with eigen values greater than 1.00 which contained 56.98% of the variance. The scree plot was fairly well distinct in a four factor model, and after examining a three and five factor model it was concluded that four factors was most suitable. The five factor model contained cross loadings and did not add a lot to the total variance, and the three factor model would require removing more variables from the data. All were examined using both Varimax and Oblimin rotations of the factor loading matrix. The four factor solution was chosen because of the eigen values and findings in previous literature. An oblimin solution was then chosen because the variables fitted more neatly into the factors compared to a varimax solution.

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Due to low factor loadings the variable “*I am clear about what I want to accomplish*” was removed. Two other variables were removed one at a time (*I make and follow plans to achieve my goals, I do things in order of priority*) due to either low factor loadings or cross loadings, to create a stronger factor structure. Although the variable “*I spend too much time on trivial matters*” had cross loadings, it fit in well with the other variables and had a relatively strong primary loading ($>.6$).

The final principle components factor analysis found four factors which covered 58% of the variance. The first factor covered 32.95% of the variance, the second with 14.20%, the third with 6.25% and the fourth with 4.97%. The variables in these factors fit into the proposed factors in Table 1 (Prioritising, Distractibility, Scheduling & Planning, Meeting Deadlines). All factor loadings were above .5 and the communalities stayed above .3 (See Table 2). To estimate reliability and internal consistency for each of the factors, Cronbach's alpha was used. The alphas were strong for all factors (See Table 3).

Using the mean of the variables in each factor, composite scores were created for all four factors. A high score on all factors (Prioritising, Distractibility, Scheduling & Planning, Meeting Deadlines) would indicate more effective time management as Distractibility was recoded. Participants

TIME MANAGEMENT AND LIFE SATISFACTION

therefore identified most with Meeting Deadlines with a negatively skewed distribution, followed by Prioritising, Scheduling & Planning, and Distractibility. Descriptive statistics are in Table 3. There was a slight skewness and kurtosis found in the data, but an analysis of histograms showed that the distributions were roughly symmetrical (See appendix C). Small correlations were found between the four factors: Prioritising and Meeting Deadlines had the highest correlation with .57 and Scheduling and Planning had the lowest correlation with .18 (See Appendix D).

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In conclusion the analysis showed four distinct factors of Prioritising, Distractibility, Scheduling & Planning, and Time Management which have all been suggested as Time Management factors in the past (Britton & Tesser, 1991; Macan, Shahani, Dipboye & Phillips, 1990; Levine, Waite & Bowman, 2007; König & Kleinmann, 2005). All factors showed a reasonable internal consistency after identifying Cronbach's alpha after three variables were removed due to cross loadings and poor loadings.

Comment: Fantastic work!!

Table 2

Factor loadings and communalities based on a principal components analysis with oblimin rotation for 24 items from the Time management statements in the The University Student Satisfaction and Time Management Questionnaire, version 6 (TUSSTMQ6) (N=524)

Comment: Check APA style for Table caption capitalisation

	Prioritising	Distractibility	Scheduling & Planning	Meeting Deadlines	Commun-ality
Manage my time well	.72		-.25		.77
Satisfied with the way I use my time	.72				.56
Life well organized	.70		-.21		.67
Accomplish what needs to be done	.69				.58
Balance work, rest and play	.68				.47
On top of important tasks	.63				.53
Use time effectively	.63		-.28		.71
Can predict how long tasks take	.60				.35
In charge of how time spent	.54				.38
Do important tasks during energetic periods of day	.51		-.27		.37
Procrastinate over tasks (R)		.82			.66
Easily distracted from important tasks (R)		.80			.69
Find distractions to be tempting (R)		.78			.61
Waste time (R)		.76			.64
Procrastinate difficult tasks (R)	-.23	.70			.50

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TIME MANAGEMENT AND LIFE SATISFACTION

Spend time mucking around (R)		.70			.58
Hard time concentrating (R)		.66			.54
Spend too much time on trivial matters (R)	.20	.63	.32		.58
Often interrupted when working on tasks (R)		.62			.39
Prepare daily or weekly "to do list"			-.80		.73
Have weekly schedule which I record fixed commitments			-.75		.65
Meet deadlines on time				.91	.83
Get tasks done on time				.85	.81
Complete important tasks before due			-.24	.60	.50

Note: factor loadings under .2 were suppressed. (R) indicates a recoded variable.

Table 3

Frequencies for four Time Management factors

	No. of items	M(SD)	Skewness	Kurtosis	Cronbach's α
Prioritising	10	5.45 (1.12)	-.48	-.21	.88
Distractibility	9	3.77 (1.30)	.28	-.23	.89
Scheduling & Planning	2	4.83 (2.06)	-.22	-.90	.74
Meeting Deadlines	3	6.14 (1.32)	-.93	1.25	.74

Comment: Right align statistics in tables

Multiple Linear Regression

An MLR was conducted to discover the relationship between the dependent variable of Life Satisfaction and three independent variables derived from the factor analysis of Time Management (Prioritising, Distractibility, and Scheduling & Planning). It was hypothesised that no factors would influence Life Satisfaction.

A standard multiple linear regression was used to discover which of the possible Time Management factors (Prioritising, Distractibility and Scheduling & Planning) could predict a student's Life Satisfaction. A new variable called "Life Satisfaction" was created by averaging the five variables that measured different aspects of life satisfaction. All data was interval and therefore did not need recoding.

Comment: Which were?

The assumption of sample size was met as there were more than 20 cases per predictor and the assumption of normality was met after histograms for each variable was examined (See Appendix C). The skewness and kurtosis were both investigated which supported the claim of normality (See

TIME MANAGEMENT AND LIFE SATISFACTION

appendix E). Four cases were removed after being identified as outliers by Mahalanobis' Distance, and the final Mahalanobis' Distance was 14.83. By examining scatterplots and the correlations between the Dependant Variable and each Independent variable it was shown that the assumption of linearity was met, and no bivariate outliers needed to be removed (See Appendix F). A reasonably even spread of the bivariate distribution teamed with a check of the collinearity statistics in the coefficients table showed homoscedasticity.

The correlations between the variables were examined (See Table 4). All of the correlations were not above .7 which indicated that multicollinearity was unlikely to be an issue. The correlations between the predictive values and Life Satisfaction were all positive and showed small to moderate correlations with the largest being .47 (Prioritising) and smallest .10 (Distractibility).

Comment: VIF and tolerance factors?

The three Time Management predictors created an adjusted R2 for the prediction of Life Satisfaction of .26 ($F(3,516) = 54.51, p < .001$). The largest amount of variance was covered by Prioritising which was statistically significant ($\beta = .56, t(516) = 12.09, p < .001, 95\% CI [.45, .63]$), followed by Distractibility which was also statistically significant ($\beta = -.11, t(516) = -2.69, p < .05, 95\% CI [-.16, -.03]$), and then Scheduling & Planning which was not significant ($\beta = -.04, t(516) = -1.91, p > .05, 95\% CI [-.09, .01]$). Prioritising had a positive relationship with Life Satisfaction, while Distractibility and Scheduling & Planning had a negative relationship (See table 4).

Comment: Which means what?

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This challenged the null hypothesis that Time Management would not have an effect on Life Satisfaction, as a significant relationship was found between two of the factors and the dependent variable.

Comment: Lovely work, only comment is to comment in written section on the individual variance explained by each factor, though I can see you have considered this in the table below.

Table 4

Standard multiple regression of Time Management predictors on Life Satisfaction reported by students from the University of Canberra

Variables	LS ^a (DV)	P	D	SP	B	β	sr^{2b}
					(unique)		
Prioritising (P)	.47				.54**	.57	.22
Distractibility (D)	.10	.40			-.09*	-.11	.01
Scheduling and Planning (SP)	.15	.45	.19		-.04	-.08	.01
Intercept					2.66**		

Note. * $p < .05$; ** $p < .001$; ^a LS = Life Satisfaction; ^b sr^2 = the squared semi partial correlations indicate the unique variance predicted by the independent variable

Discussion

The aims of this study were to reveal underlying factors of Time Management and to discover whether three of these factors predicted student's Life Satisfaction scores. The results showed four factors that supported the hypothesized factors of Prioritising and Setting Goals (Prioritising), Meeting Deadlines, Distractibility and Planning Ahead (Scheduling & Planning). The results did not support the Null Hypothesis that there would be no relationship between three of the factors (Prioritising, Distractibility, and Scheduling & Planning), as it was found that Prioritising significantly explained 22% of the variance and Distractibility significantly explained 1% of the variance. It was found that

Prioritising was positively correlated with Life Satisfaction, meaning that the more a student prioritizes the larger chance of them being satisfied with their life. Distractibility however had a negative correlation as expected, meaning the more distractible a student was the less likely they were to be satisfied with life. Scheduling & Planning unfortunately violated the critical alpha level and therefore had no significant relationship with Life Satisfaction.

Comment: Check grammar

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This study's results objectively support previous research which has found similar underlying factors in Time Management (Britton & Tesser, 1991; Macan, Shahani, Dipboye & Phillips, 1990; Levine, Waite & Bowman, 2007; König & Kleinmann, 2005). Although no research found exactly the same four factors in one study. The results of this study support earlier findings by Esters and Castellanos (1998) who discovered that students who showed poor Time Management skills reported higher levels of stress. Research shows that stress can be correlated with life satisfaction and therefore Time Management may play a significant role in Life Satisfaction scores (Trzcieniecka-Green, Gaczek, Pawlak, Orłowska & Pochopin, 2012).

This study supports previous research and enhances the knowledge of Time Management and its effects on Life Satisfaction. It is important however to understand the study's limitations, which may weaken its influence on overall research on this topic. First, the sample used is not representative of the wider population as participants were only used from one university. Future research should focus on measuring a more representative sample that would not only include university students, as this would make the findings more generalizable. As well as this, there are issues with the studies validity due to its use of a self-report measure in the form of a survey. Due to the personal nature of some of these questions, although no identification of participants was performed, they may have chosen more socially desirable responses in fear of being judged by passing peers. Due to the length of the survey, there is a possibility that participants would have experienced fatigue effects and not answered the questions to the best of their ability. Future researchers would need to provide a more private setting and maybe consider a condensed version of the survey to overcome these issues.

There are also some positives when reviewing the study's methodology. By using a post-hoc statistical power calculator it was found that the study had a desirable power above .80. This means that there is a high probability of getting a significant outcome when there is an actual difference in the population. This therefore means we can feel confident with the significant results found in this study.

We may not be able to conclude about the wider population, but implications may be made about university students and their Time Management. By discovering the underlying factors of Time Management it has been found that two factors have a significant relationship with reported Life Satisfaction. The Prioritising portion of Time Management explained 22% of the variance, as well as Distractibility which showed a negative correlation with Life Satisfaction and explained 1% of the variance. Although this does not conclude causation, it does imply certain areas of focus for the future. By focusing on helping students to improve their Prioritising and overcome their Distractibility, universities may be able to improve their students' Life Satisfaction to a degree. Future research could focus specifically on these two features of Time Management to understand them more clearly.

Comment: Wonderful. It was a pleasure to read your assignment. A very balanced, measured interpretation of your results. Perhaps some more suggestions for future research would have been useful, as well as some possible suggestions for why your 3rd factor was insignificant.

References

Comment: Note change of page size?

Comment: See APA for 6th edition reference list

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Appendix A – Correlation Matrix for the 24 Time Management items

	TM#02 I manage the way I use my time well	TM#03 I use my time effectively	TM#04 I accurately predict how long tasks will take	TM#05 I am top of my important tasks at the moment	TM#06 I accomplish what needs to be done each day	TM#07 I do the most important tasks during my most energetic periods of the day	TM#08 I prepare a daily or weekly "to do" list	TM#09 I meet deadlines on time	TM#10 I get tasks done on time	TM#11 I have a weekly schedule on which I record fixed commitments	TM#12 I complete important tasks before they are due	TM#13 I am chaotic if my is s	
TM#01 My life is well organized	1.00	.791	.655	.373	.517	.507	.410	.391	.352	.410	.335	.338	.32
TM#02 I manage the way I use my time well	.791	1.00	.775	.382	.567	.613	.440	.435	.378	.416	.368	.399	.38
TM#03 I use my time effectively	.655	.775	1.00	.385	.520	.583	.421	.444	.358	.398	.373	.416	.34
TM#04 I accurately predict how long tasks will take	.373	.382	.385	1.00	.329	.374	.256	.197	.284	.309	.173	.207	.24
TM#05 I am top of my important tasks at the moment	.517	.567	.520	.329	1.00	.609	.345	.219	.364	.432	.203	.334	.31
TM#06 I accomplish what needs to be done each day	.507	.613	.583	.374	.609	1.00	.470	.318	.345	.410	.240	.305	.34
TM#07 I do the most important tasks during my most energetic periods of the day	.410	.440	.421	.256	.345	.470	1.00	.302	.251	.279	.260	.208	.22
TM#08 I prepare a daily or weekly "to do" list	.391	.435	.444	.197	.219	.318	.302	1.00	.148	.159	.599	.274	.11
TM#09 I meet deadlines on time	.352	.378	.358	.284	.364	.345	.251	.148	1.00	.757	.235	.408	.35
TM#10 I get tasks done on time	.410	.416	.398	.309	.432	.410	.279	.159	.757	1.00	.207	.409	.31

	TM#01 I manage My life is well organiz ed	TM#02 I manage the way I use my time well	TM#03 I use my time effectivel y	TM#04 I accurat ely predict how long tasks will take	TM#05 I am top of my importa nt tasks at the moment	TM#06 I accompli sh what needs to be done each day	TM#07 I do the most important tasks during my most energetic periods of the day	TM#08 I prepare a daily or weekly "to do" list	TM#09 I meet deadline s on time	TM#10 I get tasks done on time	TM#11 I have a weekly schedule on which I record fixed commit ments	TM#12 I complete important tasks before they are due	TM#13 I am cha of my is s
TM#11 I have a weekly schedule on which I record fixed commitments	.335	.368	.373	.173	.203	.240	.260	.599	.235	.207	1.00	.259	.16
TM#12 I complete important tasks before they are due	.338	.399	.416	.207	.334	.305	.208	.274	.408	.409	.259	1.00	.22
TM#13 I am in charge of how my time is spent	.326	.381	.343	.241	.313	.340	.224	.119	.350	.314	.168	.221	1.0
TM#14 I am satisfied with the way I use my time	.499	.595	.572	.343	.441	.497	.312	.236	.286	.308	.278	.321	.44
TM#15 I balance work, rest and play	.466	.459	.400	.336	.403	.369	.226	.165	.301	.350	.194	.265	.32
TM#16 I procrastinate over doing difficult tasks	.100	.206	.207	-.027	.120	.134	.023	.085	.067	.066	.013	.204	.00
TM#17 I waste a lot of time	.279	.349	.409	.090	.220	.285	.134	.217	.159	.189	.153	.258	.12
TM#18 I spend a lot of time mucking around	.330	.399	.403	.160	.272	.290	.161	.229	.143	.176	.139	.261	.14

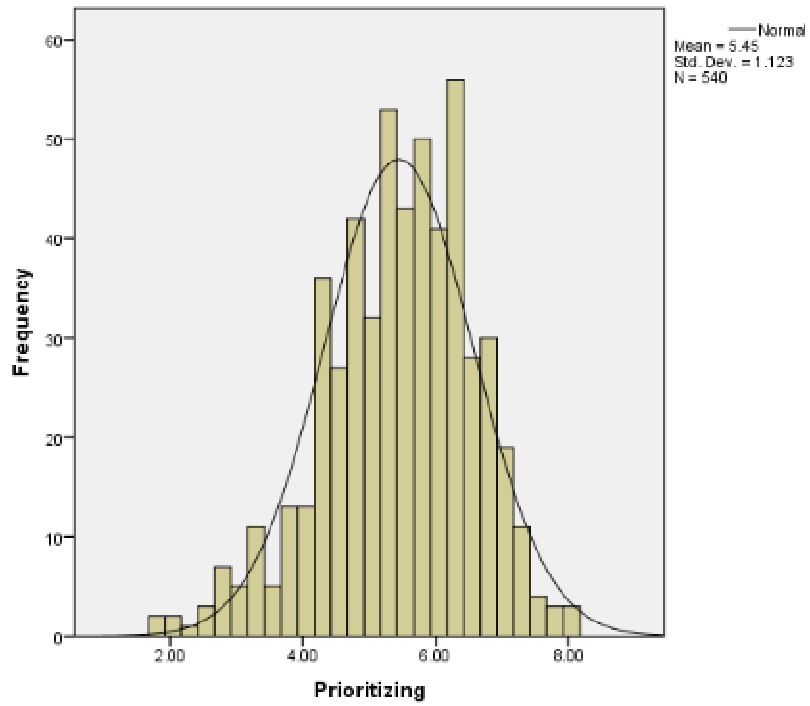
	TM#01 I manage My life is well organiz ed	TM#02 the way I use my time well	TM#03 I use my time effectivel y	TM#04 I accurat ely predict how long tasks will take	TM#05 I am top of my importa nt tasks at the moment	TM#06 I accompli sh what needs to be done each day	TM#07 I do the most important tasks during my most energetic periods of the day	TM#08 I prepare a daily or weekly "to do" list	TM#09 I meet deadline s on time	TM#10 I get tasks done on time	TM#11 I have a weekly schedule on which I record fixed commit ments	TM#12 I complete tasks before they are due	TM#13 I am cha of my is s
TM#19 I easily get distracted from important tasks	.340	.367	.381	.120	.277	.259	.170	.225	.097	.183	.139	.249	.06
TM#20 I find myself procrastinating over tasks that need to be done	.243	.297	.268	.046	.184	.214	.115	.180	.055	.083	.098	.221	.06
TM#21 I spend too much time on trivial matters	.214	.252	.246	.140	.194	.207	.065	.004	.115	.168	-.034	.167	.17
TM#22 I often get interrupted when working on tasks	.096	.123	.130	-.027	.073	.095	-.003	.041	.064	.092	-.007	.043	.06
TM#23 I find distractions to be very tempting	.251	.291	.333	.083	.183	.221	.113	.202	.097	.115	.100	.169	.06
TM#24 I have a hard time concentrating	.344	.366	.366	.124	.318	.295	.143	.166	.214	.225	.122	.183	.16

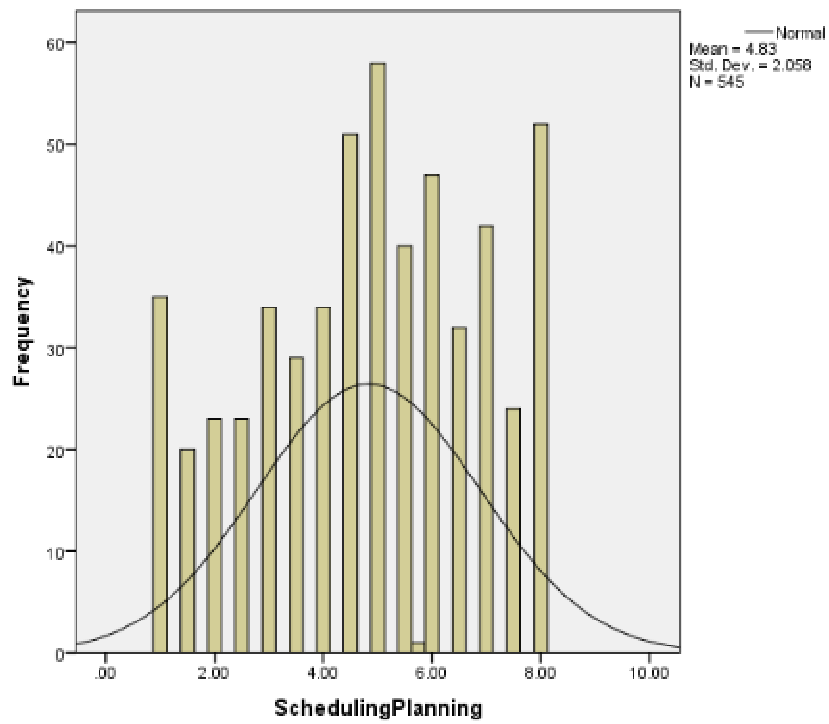
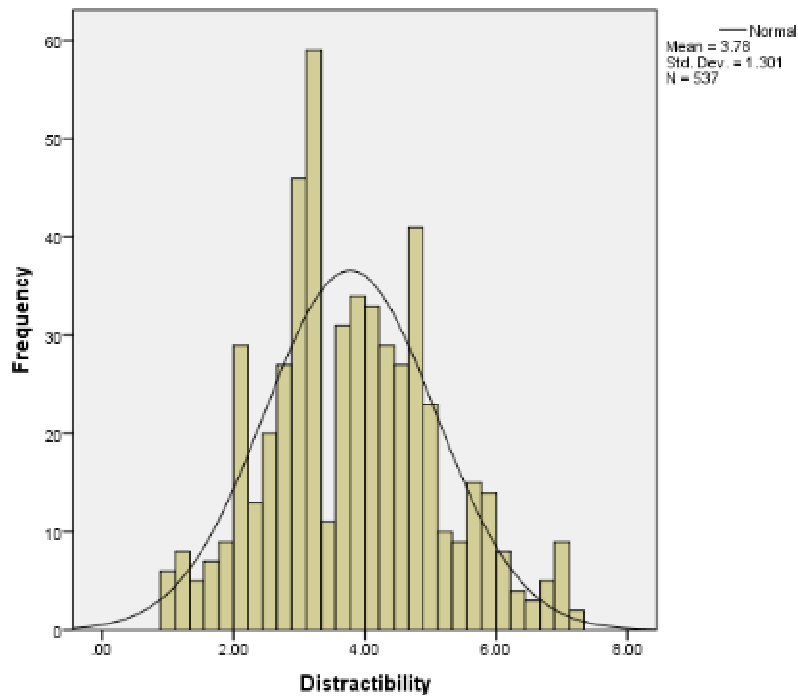
	TM#19	TM#20	TM#21	TM#22	TM#23	TM#24
TM#19 I easily get distracted from important tasks	1.00	.635	.487	.412	.597	.600
TM#20 I find myself procrastinating over tasks that need to be done	.635	1.00	.428	.384	.583	.474
TM#21 I spend too much time on trivial matters	.487	.428	1.00	.367	.433	.401
TM#22 I often get interrupted when working on tasks	.412	.384	.367	1.00	.464	.462
TM#23 I find distractions to be very tempting	.597	.583	.433	.464	1.00	.579
TM#24 I have a hard time concentrating	.600	.474	.401	.462	.579	1.00

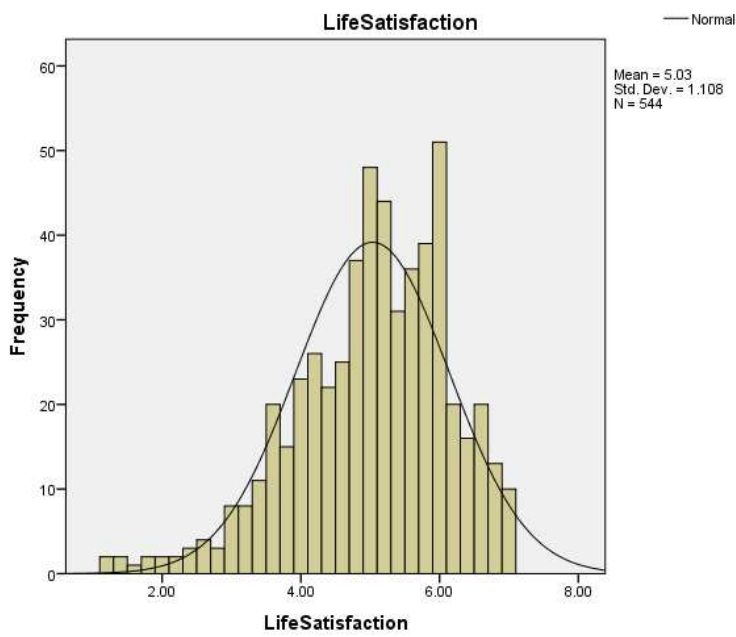
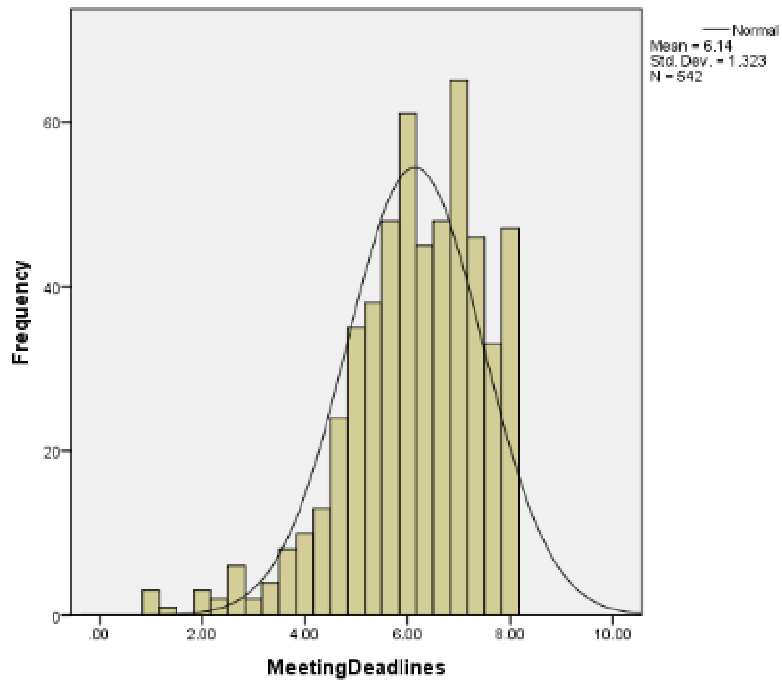
Appendix B - Kaiser-Meyer-Olkin and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.912
<hr/>		
Bartlett's Test of Sphericity	Approx. Chi-Square	6216.798
	df	276
	Sig.	.000

Appendix C: Histograms of Time management factor composite scores and Life Satisfaction







Appendix D: Correlations between Time Management Factors

Correlations

		Prioritising	Distractibility	SchedulingPlanning	MeetingDeadlines
Prioritising	Pearson Correlation	1	.380**	.426**	.569**
	Sig. (2-tailed)		.000	.000	.000
	N	540	531	537	536
Distractibility	Pearson Correlation	.380**	1	.183**	.264**
	Sig. (2-tailed)	.000		.000	.000
	N	531	537	534	532
SchedulingPlanning	Pearson Correlation	.426**	.183**	1	.295**
	Sig. (2-tailed)	.000	.000		.000
	N	537	534	545	539
MeetingDeadlines	Pearson Correlation	.569**	.264**	.295**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	536	532	539	542

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

Appendix E: Frequency Table of Time Management Variables and Life Satisfaction

Statistics

		Prioritising	Distractibility	SchedulingPlanning	LifeSatisfaction
N	Valid	540	537	545	544
	Missing	10	13	5	6
Mean		5.4465	3.7780	4.8317	5.0331
Std. Deviation		1.12279	1.30097	2.05792	1.10824
Skewness		-.481	.281	-.222	-.671
Std. Error of Skewness		.105	.105	.105	.105
Kurtosis		.212	-.227	-.904	.458
Std. Error of Kurtosis		.210	.210	.209	.209
Minimum		1.80	1.00	1.00	1.20
Maximum		8.00	7.11	8.00	7.00

Appendix F: Scatterplot

