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## PORTUGUESE ADAPTATION OF THE ACADEMIC TIME MANAGEMENT QUESTIONNAIRE: NEW ELEMENTS

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### ABSTRACT

This paper presents the adaptation of the “*Time Management Questionnaire*” (TMQ) – drawn up by Britton and Tesser (1991), the final version of which has become known as the “*Academic Time Management Questionnaire*” (ATMQ). The sample comprised 705 Primary School and Secondary School pupils of both sexes. The factorial analysis of the results followed by *varimax* rotation led to three factors that explain 40.06% of the variance; the reliability coefficients were also ascertained. For the external validity study, the relationship between the ATMQ results and other school variables were considered, in which significant relations were observed, as expected. The data presented highlights the qualities of the ATMQ, as well as its usefulness in research. New data confirmed these qualities.

*Key-words:* academic time management; self-regulation; assessment scale.

In recent years the importance of the active involvement of pupils in the learning process has been pointed out in research, especially as regards cognitive psychology (Almeida *et al.*, 2005). Research into study skills considers academic time management by the pupils one of the most important aspects of the learning strategies. The difference between pupils who fail and succeed at school seems to be linked to variables such as organisation of academic time, confidence in their own ability with perception of self-efficacy, attributing performance to effort, study behaviours, concentration on the task at hand, selection of information, self-control in assessment situations, perseverance and use of structured personal notes (Barca, Porto and Santorum, 1997; Rosário *et al.*, 2006; Veiga, 1996; 2007). Although the relationship between school performance and study methods, assessed with multidimensional scales, is not always significant and may reduce as the school years go by (Almeida *et al.*, 2005; Zimmerman, 2002), the more cognitively gifted pupils are more self-regulating, use more learning strategies to regulate their behaviour and to modify the environment; as a result of this effort they become more proficient academically, and obtain better school results. Pupils who self-regulate their study stand out in the way they look at their own learning, as what they construct will influence their educational success (Barroso and Salema, 1999; Valente *et al.*, 1987; Zimmerman, 2000). Researchers believe that self-regulation is a process whereby the pupils put their mental activities at work to come up with the strate-



## PORTUGUESE ADAPTATION OF THE ACADEMIC TIME MANAGEMENT QUESTIONNAIRE: NEW ELEMENTS

gies and skills needed to function in different areas of learning (Zimmerman and Schunk, 2001). The key characteristics of self-regulated learning are personal initiative, perseverance and ability to adapt oneself (Zimmerman *et al.*, 2005).

To carry out more effective learning, it is suggested that the teaching and study strategies to be implemented should be based on two goals: firstly, to encourage the teaching of a wide array of learning strategies to process information in an in-depth manner (Rosário, 1999, 2001a); secondly, pupils should learn more suitable strategies, adapt them and implement them (Almeida, *cit.* in Rosário, 2001b; Salema, 1997). It is desirable that the pupils can transfer their learning to other domains of their life and therefore feel prepared, both cognitively and motivationally, for life-long learning. Self-regulated learning is characterised as “an active process in which the subjects establish the aims that steer their learning, trying to monitor, regulate and control their cognitions, motivation and behaviour so as to achieve these aims” (Rosário, 2004, p. 37). One can say that there are essential attitudes that contribute to self-regulated study, which certainly increase the likelihood of good performance at school: “research into academic self-regulation has shown that essential processes, such as the establishment of targets, use of strategies, self-assessment and self-reactions play an important role in the academic success of pupils” (Zimmerman, Kitsantas and Campillo, 2005, p. 12).

Deluchi, Rohwer and Thomas (1987) conclude that the variable that has the biggest bearing on academic results of secondary school or university students is the kind of activities that the subjects carry out when they dedicate themselves to study. Kovach (*cit.* in Garcia-Ros, Pérez-González and Hinojosa, 2004) found that the quantity and quality of the study time are positively and significantly correlated ( $r = 0,77$ ). These results show that it is important not only *what the pupil does* but also *the time he takes to do it*. More than implementing strategies to practise prescriptive training methods, it is important to incite self-regulated learning in the pupils' behaviour (Rosário *et al.*, 2006; Zimmerman, 2002), suggesting metacognitive strategies, such as reflection on the learning process itself, and introducing planning, monitoring and assessment components (Zimmerman, 2000). The amount of study time is directly related to the learning, but does not explain academic success in itself, as one has to consider the qualitative dimension of the study.

As such, the research has led to tools to evaluate the academic performance of pupils. One such tool that is particularly noteworthy is the Time Management Questionnaire (TMQ), designed by Britton and Tesser (1991), which was first devised for university students and then for Secondary School pupils. This questionnaire includes three dimensions: short-term planning, attitudes to time and long-term planning. The responses to the items are of the Likert type, ranging from 1 (Never) to 5 (Always). Several adaptations and studies have been carried out to confirm the factorial structure of this questionnaire and to analyse the academic performance of the students. In a study by Trueman and Hartley (1995), the initial structure of the Britton and Tesser questionnaire (1991) was discarded, which contained three factors, and it was reformulated to include just two: confidence in long-term planning and daily planning. Mpofu and others (1996), in a sample with African schools, followed the initial structure of the questionnaire. More recently, the TMQ was adapted for Spain (Garcia-Ros, Pérez-González and Hinojosa, 2004), in a study on Secondary School pupils. The factorial analysis studies (exploratory and confirming) led to maintenance of the three dimensions expected, although some items were removed (1, 9 and 17). The methodology in the adaptation for Portugal of the TMQ is now described.

## METHODOLOGY

The description of the methodology outlines the subjects of the sample used, the characteristics of the tool under analysis and the basic procedure implemented.

### *Sample*

The sample of this study is made up of adolescent pupils from Primary and Secondary Schools, of both sexes, from schools around Lisbon (Brandoa, Cacém, Caneças, Rio de Mouro), south of the River Tagus (Almada and Corroios), Cartaxo, Vila Real and Madeira.



## PSICOLOGÍA POSITIVA, NUEVAS TECNOLOGÍAS Y REALIDAD ACTUAL

*Instruments*

Britton and Tesser (1991) designed the Time Management Questionnaire (TMQ), which was initially designed for university students, and subsequently applied to Secondary School and Primary School pupils. The questionnaire contains, in its original version, 18 items and integrates three dimensions or sub-scales: short-term planning, attitudes to time and long-term planning. Several adaptations and studies have been carried out to confirm the factorial structure and analyse the academic performance of the pupils. Garcia-Ros, Pérez-González and Hinojosa (2004) adapted the TMQ for Spain, applying it to Secondary School pupils. In the adaptation for Portugal, the results were analysed concerning reliability and validity. The following three dimensions or sub-scales were suggested: short-term planning – items 6, 10, 11, 12, 13, 16 and 18; attitudes to time – items 4, 5, 8 and 15 and long-term planning – items 2, 3, 7 and 14. Items 1, 9 and 17 were removed, like in the study by Garcia-Ros and collaborators (2004), following the factorial analysis carried out. The final version was called the “Academic Time Management Questionnaire”. It is pointed out that in order to allow uniformity with other scales also applied, the answers to the items of the Portuguese version were of the Likert kind, albeit modifying from 1 to 5 to 1 to 6 (Never - Always). An example of the Portuguese version of the TMQ which was applied to the pupils can be found in the appendix. Together with the TMQ, and with a view to the study of its external validity, other items were administered, some relative to self-concept (I trust my own ability to learn; I get on well with others; I am satisfied with life) and a question about the years of study desired (When do you intend to continue studying until?).

*Procedure*

To obtain authorisation to give out the questionnaires, the Executive Boards of the different schools were contacted in person, to explain the content of the study and encourage them to take part in it. Copies of the questionnaires were supplied, with recommendations about how it should be applied, among which was a request that they should be answered in full, in a lesson situation and under the supervision and with the help of the teachers.

**RESULTS**

In analysing the results, the data found in the internal validity and external validity study of the ATMQ are specified, as described below.

*Internal Validity*

The factorial analysis of the results followed by varimax rotation returned three factors that explain 40.06% of the variance. As significant values for the selection of the items to be included in the factorial structure, results equal to or over 0.30 in the factorial matrix were selected (Table 1). The significance of the final factors found using this method is interpreted as follows:

- *Factor 1* (short-term planning): encompasses seven items (6; 10; 11; 12; 13; 16; 18) to assess the short-term planning time, whether daily or weekly. The pupils who obtained a high points total in this subscale can be characterised as organising their daily timetable, using specific and distinct time management techniques.

- *Factor 2* (attitudes to time): calculated through four items (4; 5; 8; 15) which assessed to what extent the subjects were aware of the use of their time in a constructive way and whether they felt responsible for the way they used it.

- *Factor 3* (long-term planning): ascertained based on four items (2; 3; 7; 14) which assessed the ability of the subject to establish aims and achieve them when deadlines were not tight, i.e. the ability to establish aims for a given period, set dates in a diary, review the material periodically or finish a task sufficiently before the deadline.

**PORTUGUESE ADAPTATION OF THE ACADEMIC TIME MANAGEMENT QUESTIONNAIRE: NEW ELEMENTS**

Table 1. Factorial analysis with varimax rotation

Itens – Factor 1 (Short-term planning)	Loadings
13. Escrevo um conjunto de metas para mim próprio em cada dia	0,722
10. Planeio o meu dia antes de o começar	0,684
12. Faço uma lista das coisas que tenho a fazer em cada dia	0,642
11. Planeio o meu tempo desde o início até ao fim do dia	0,633
06. Dedico todos os dias algum tempo a planear as minhas actividades	0,556
16. Faço um horário para as actividades que tenho de realizar nos dias de trabalho escolar	0,530
18. Tenho uma ideia precisa daquilo que quero realizar durante a próxima semana	0,482
21,31 % of the total variance (“eigen-value” = 3,836)	
Itens – Factor 2 (Attitudes to time)	Loadings
04. Penso que, em geral, faço uma boa gestão do meu tempo	0,664
08. Utilizo eficazmente o meu tempo	0,643
15. Tenho rotinas ou actividades sem benefícios	0,530
05. Faço coisas que interferem no meu trabalho escolar, só porque detesto dizer ‘NÃO’ às pessoas	0,379
11,51 % of the total variance (“eigen – value” = 2,048)	
Itens – Factor 3 (Long-term planning)	Loadings
14. Revejo regularmente os meus apontamentos, mesmo que um teste ainda não esteja próximo	0,625
02. Numa semana típica, passo mais tempo a cuidar de mim (ginástica...) do que a estudar	0,578
03. Na noite antes da entrega de um trabalho importante, costumo estar ainda a trabalhar nele	0,534
07. Costumo ter a mesa de trabalho organizada, só com aquilo que preciso no momento	0,358
7,244 % of the total variance (“eigen-value” = 1,304)	

It is added that it is possible to use item 3 as an inverse, in this context. The following items were considered as inverse: 2, 3, 5, and 15. The factorial analysis led to maintenance of the three dimensions expected, with items 1, 9 and 17 removed as they presented values less than 0.30 in the factorial matrix.

*Reliability*

The reliability of the results was ascertained by calculating the internal consistency of the items (alpha homogeneity index), using the SPSS for the reliability procedure. This procedure allowed the *Cronbach* alpha indices to be ascertained, which show the reliability of the scale. Table 2 shows the internal consistency coefficients of the scale, which were obtained in the total sample and in accordance with gender.



## PSICOLOGÍA POSITIVA, NUEVAS TECNOLOGÍAS Y REALIDAD ACTUAL

Table 2. Internal consistency coefficients

GROUP	NO.	ATMQ
<b>Total Sample</b>	705	0.77
<b>Males</b>	299	0.78
<b>Females</b>	406	0.74

Key: No. – Number of individuals;  
ATMQ – Scale, with items 1, 9 and 17 removed

It can be seen that the “alpha” values are relatively moderate. The results constitute data that indicate the reliability of the “Academic Time Management Questionnaire”.

*External Validity*

As external validity criteria, specific personal factors of the subjects under analysis were used. Table 3 shows the correlations between the dimensions of academic time management (ATM) and personal factors, such as the years of study desired and aspects of self-concept. It can be seen that any of the academic time management dimensions show significant correlations with the years of study desired, albeit on the threshold of statistical significance ( $p < 0.05$ ). Higher and more significant are the correlation coefficients between these dimensions and the aspects of self-concept ( $p < 0.01$ ): I trust my own ability to learn (A1); I get on well with others (A2); I am satisfied with life (A3). Table 4 contains the correlations between academic time management (ATM) and the specific aspects of the pupils' behaviour at school.

Table 3. Correlations among specific personal factors (year of study desired, self-concept) and the dimensions of academic time management (ATM).

ATM	Years of Study desired	Self-concept		
		A1	A2	A3
<b>STP</b>	0.100 *	0.169 **	0.107 **	0.113 **
<b>ATT</b>	0.105 *	0.218 **	0.110 **	0.233 **
<b>LTP</b>	0.117 *	0.095 *	0.132 **	0.110 **

\*\*  $p < 0.01$ ; \*  $p < 0.05$

Key: ATM = Academic Time Management; STP = Short-Term Planning; ATT = Attitudes to Time; LTP = Long-Term Planning. Self-concept: A1 = I trust my ability to learn; A2 = I get on well with others; A3 = I am satisfied with life.

**PORTUGUESE ADAPTATION OF THE ACADEMIC TIME MANAGEMENT QUESTIONNAIRE: NEW ELEMENTS**

Table 4. Correlations between the dimensions of academic time management (ATM) and the pupils' behaviour in school.

Behaviours	Academic Time Management		
	STP	ATT	LTP
C1	0.215**	0.265**	0.356**
C2	-0.085*	-0.099**	-0.129**
C3	-0.129**	-0.109**	-0.157**
C4	-0.098*	-0.153**	-0.180**

\*\*  $p < 0.01$ ; \*  $p < 0.05$

Key: STP = Short-Term Planning; ATT = Attitudes to Time; LTP = Long-Term Planning; C1 – I always do my homework; C2 – I have smoked; C3 – I have drunk alcohol; C4 – I miss lessons without justification.

All the dimensions of academic time management show correlations, and in general very statistically significant ones ( $p < 0.01$ ), with the behaviours under study. I always do my homework (C1); I have smoked (C2); I have drunk alcohol (C3); I miss lessons without justification (C4). As expected, the correlations are positive with the “I always do my homework” item and negative in the other behaviours. As well as the information presented, which illustrates the external validity of the scale, other data about the validity can be found in a previous study (Melim and Veiga, 2007).

**CONCLUSIONS**

Study time and learning strategies are considered in the research as indispensable means of successfully learning (Almeida *et al.*, 2005; Barca, Porto and Santorum, 1997). Self-regulation strategies of learning, such as academic time management, should provide a guiding thread as regards school activity. It is vital to understand the pupils we have and come up with different methodologies and strategies that meet their needs and assuage their anxieties and it is therefore pertinent to help them organise their study and academic time management. The questionnaire adapted herein can help this task.

The “Academic Time Management Questionnaire”, resulting from the adaptation of the TMQ, enables one to study how the pupils manage their academic time, what their attitudes to time are and how they plan their school time, both in the short and long term. In the Portuguese study the results of the scale were analysed as regards the characteristics usually valued from the psychometric perspective of assessment, reliability and validity, which now has another scale in the research.

In the reliability study, it was seen that the factorial analysis led to the maintenance of the three expected dimensions, with items 1, 9 and 17 removed as they returned values lower than 0.30 in the factorial matrix. Item 3 merits an observation (The night before delivery of an important task, I am usually still working on it): although this can be considered negative as a long-term management strategy, it can also show high motivation towards the task. This possible ambiguity concerning the skills under assessment may suggest eliminating the item in future work.

The external validity was studied considering the criteria of specific personal factors and aspects of self-concept, and returned the expected results. Given that academic time management seems to be linked to variables such as the years of study desired, motivation, self-concept, as well as differentiation among the failing and succeeding pupils (García-Ros, Pérez-González and Hinojosa, 2004; Melim, 2007; Melim and Veiga, 2007), the need for the school to come up with intentional activation of strategies to organise school time in general and self-regulation of learning in particular comes to the fore. Such strategies and skills can be taught and encouraged throughout the school years (Barroso and



## PSICOLOGÍA POSITIVA, NUEVAS TECNOLOGÍAS Y REALIDAD ACTUAL

Salema, 1999; Valente *et al.*, 1987; Zimmerman, 2002), as part of the schools' responsibility and an important role of the teachers. Also in relation to the external validity, it is pointed out that the use of the TMQ scale in a much broader study (Melim, 2007; Melim and Veiga, 2007), allowed study questions such as the following to be answered: how do the pupils manage their academic time? What is the breakdown of pupils as regards specific academic time management in terms of low or high competencies? What is the relationship between specific personal factors (such as age, year of study desired, self-concept) and the dimensions of academic time management? What is the breakdown of the pupils as regards academic time management in terms of gender? The answers found can be viewed as an enlargement of the external validity of the ATM scale under study herein. In an enlargement of the external validity study in future work, new criteria may be used, such as school performance in specific subjects and per school year, or other aspects of academic self-concept or other self-portrait tools, such as the "Study Methods Assessment Scale" (Vasconcelos and Almeida, 2000).

Finally, in future studies in the educational field, research into academic time management can focus on aspects linked to taking action regarding study time management. The use of new more heterogeneous and representative samples may, through the findings, bring new contributions to the research through this and other scales of evaluation.

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**PORTUGUESE ADAPTATION OF THE ACADEMIC TIME MANAGEMENT QUESTIONNAIRE: NEW ELEMENTS**

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## PSICOLOGÍA POSITIVA, NUEVAS TECNOLOGÍAS Y REALIDAD ACTUAL

**QUESTIONÁRIO DE GESTÃO DO TEMPO ACADÉMICO  
(VERSÃO QUE FOI APLICADA EM PORTUGUÊS)**

Em baixo aparece um conjunto de afirmações sobre aquilo que os alunos fazem no que respeita à **gestão dos seus tempos escolares**. Para dares as tuas respostas, acerca daquilo que se passa contigo, preenche o espaço dentro da circunferência que contém o número indicado, de acordo com o seguinte critério:

NUNCA	Quase nunca	Poucas vezes	Muitas vezes	Quase sempre	Sempre
1	2	3	4	5	6

Por exemplo, se pensares que é **Quase sempre** a tua resposta à frase 04. que diz "Penso que, em geral, faço uma boa gestão do meu tempo", então ficaria assim: ①②③④●⑥.

- 
- ①②③④⑤⑥ – 01. Quando tenho várias coisas para fazer, faço uma pequena parte de cada uma delas. \*\*
- ①②③④⑤⑥ – 02. Numa semana típica, passo mais tempo a cuidar de mim (ginástica...) do que a estudar. \*
- ①②③④⑤⑥ – 03. Na noite antes da entrega de um trabalho importante, costumo estar ainda a trabalhar nele. \*
- ①②③④⑤⑥ – 04. Penso que, em geral, faço uma boa gestão do meu tempo.
- ①②③④⑤⑥ – 05. Faço coisas que interferem no meu trabalho escolar, só porque detesto dizer 'NÃO' às pessoas. \*
- ①②③④⑤⑥ – 06. Dedico todos os dias algum tempo a planear as minhas actividades.
- ①②③④⑤⑥ – 07. Costumo ter a mesa de trabalho organizada, só com aquilo que preciso no momento.
- ①②③④⑤⑥ – 08. Utilizo eficazmente o meu tempo.
- ①②③④⑤⑥ – 09. Penso que deveria melhorar muito a forma como organizo o meu tempo. \* \*\*
- ①②③④⑤⑥ – 10. Planeio o meu dia antes de o começar.
- ①②③④⑤⑥ – 11. Planeio o meu tempo desde o início até ao fim do dia.
- ①②③④⑤⑥ – 12. Faço uma lista das coisas que tenho a fazer em cada dia.
- ①②③④⑤⑥ – 13. Escrevo um conjunto de metas para mim próprio em cada dia.
- ①②③④⑤⑥ – 14. Revejo regularmente os meus apontamentos, mesmo que um teste ainda não esteja próximo.
- ①②③④⑤⑥ – 15. Tenho rotinas ou actividades sem quaisquer benefícios. \*
- ①②③④⑤⑥ – 16. Faço um horário para as actividades que tenho de realizar nos dias de trabalho escolar.
- ①②③④⑤⑥ – 17. Tenho metas definidas para o semestre inteiro. \*\*
- ①②③④⑤⑥ – 18. Tenho uma ideia precisa daquilo que quero realizar durante a próxima semana.
- 

\* Inverse items:

\*\* In subsequent applications are removed items indicated with two asterisks (1, 9 and 17). Item 3 can also be removed.

**PORTUGUESE ADAPTATION OF THE ACADEMIC TIME MANAGEMENT QUESTIONNAIRE: NEW ELEMENTS**

NUNCA	Quase nunca	Poucas vezes	Muitas vezes	Quase sempre	Sempre
1	2	3	4	5	6

Por exemplo, se pensares que é **Quase sempre** a tua resposta à frase 04. que diz “Penso que, em geral, faço uma boa gestão do meu tempo”, então ficaria assim: ,f,,†.

- |          |   |   |
|----------|---|---|
| ,f,,...† | – | 01. Quando tenho várias coisas para fazer, faço uma pequena parte de cada uma delas. **             |
| ,f,,...† | – | 02. Numa semana típica, passo mais tempo a cuidar de mim (ginástica...) do que a estudar. *         |
| ,f,,...† | – | 03. Na noite antes da entrega de um trabalho importante, costumo estar ainda a trabalhar nele. *    |
| ,f,,...† | – | 04. Penso que, em geral, faço uma boa gestão do meu tempo.  |
| ,f,,...† | – | 05. Faço coisas que interferem no meu trabalho escolar, só porque detesto dizer ‘NÃO’ às pessoas. * |
| ,f,,...† | – | 06. Dedico todos os dias algum tempo a planear as minhas actividades.                               |
| ,f,,...† | – | 07. Costumo ter a mesa de trabalho organizada, só com aquilo que preciso no momento.                |
| ,f,,...† | – | 08. Utilizo eficazmente o meu tempo.  |
| ,f,,...† | – | 09. Penso que deveria melhorar muito a forma como organizo o meu tempo. * **                        |
| ,f,,...† | – | 10. Planeio o meu dia antes de o começar.   |
| ,f,,...† | – | 11. Planeio o meu tempo desde o início até ao fim do dia.   |
| ,f,,...† | – | 12. Faço uma lista das coisas que tenho a fazer em cada dia.  |
| ,f,,...† | – | 13. Escrevo um conjunto de metas para mim próprio em cada dia.                                      |
| ,f,,...† | – | 14. Revejo regularmente os meus apontamentos, mesmo que um teste ainda não esteja próximo.          |
| ,f,,...† | – | 15. Tenho rotinas ou actividades sem quaisquer benefícios. *  |
| ,f,,...† | – | 16. Faço um horário para as actividades que tenho de realizar nos dias de trabalho escolar.         |
| ,f,,...† | – | 17. Tenho metas definidas para o semestre inteiro. **   |
| ,f,,...† | – | 18. Tenho uma ideia precisa daquilo que quero realizar durante a próxima semana.                    |

\* Inverse items:

\*\* In subsequent applications are removed items indicated with two asterisks (1, 9 and 17). Item 3 can also be removed.

*Fecha de recepción: 25 de enero de 2010*

*Fecha de admisión: 19 de marzo de 2010*