



Awareness Regarding Time Management and its Importance among Nursing Students

*Muqaddas Irshad¹, Ayesha Rasheed¹, Faiqa Azmat¹, Laraib Latif¹, Sakina Imam¹, Samina Abdulsattar¹, *Ajmal Iqbal¹*

¹Saida Waheed FMH College of Nursing, Lahore, Pakistan

ABSTRACT

Time management is an important way to augment the quality of care and decrease anxiety among nurses and other healthcare personnel, who have to cope with an exclusively high-paced work setting with across-the-board challenges at work. This study aimed to assess the awareness regarding time management and its importance among nursing students during their academic studies. A descriptive cross-sectional design was utilized to study the importance of time management among students studying nursing at an institute in Lahore where 105 students were selected in the sample through a non-probability convenience sampling method. A pre-designed questionnaire was used as a research instrument and it was validated by conducting a pilot study in which 10 participants were interviewed. The results were quite promising with 62% of students focusing on time management on most of the occasions during their studies and 24% of students doing the same at least some point in time. Nursing schools, through their faculty members and counselors, should identify those students and work with them at individual levels to overcome this prevailing issue. Nursing students must be trained to become mentally strong as they have to deal with a lot of difficult situations in practical life.

Keywords: time management, challenges, quality, care, academic.

Introduction

Time management is an important way to augment the value of care and decrease anxiety among nurses and other healthcare personnel, who have to cope with an exclusively high-paced work setting with across-the-board challenges at work (Zhang, Liu, An & Gu, 2020). Effective time management generally involves the practice of arranging the time appropriately, ranging steadily throughout the whole duration of learning, to accomplish the learning errands (Khat, 2022). A study categorized the time management approaches into different types; administrative, pedagogic, technical, and shared (Oyarzun, Martin & Moore, 2020). Good time management is usually interrelated with better performance in academics and decreased levels of nervousness among learners; though it becomes very challenging for several learners to find an equilibrium between their academics and their routine activities (Adams & Blair, 2019). It has been observed recently that schools, educators, and learners progressively embrace e-learning skills that permit educators to provide training interactively, segment resources of learning impeccably, and expedite teamwork among students (Barret, Llenares & Rosario, 2021). The ability of learners to successfully distribute their time between academic tasks and lessening maladaptive practices such as procrastination are significant determinants of efficacious educational consequences (martinex, 2021). One of the shared obstacles to production is procrastination. People frequently hold over the usual stuff till the very last moment despite the fact that it can leave them in trouble. Procrastinating the things to be done near deadlines also triggers stress and anxiety (Nayak, 2019). Numerous findings have highlighted the significance of time management, utilizing free time in good health might work as an explanation to diminish relaxation boredom, and addiction to the internet (Wang, 2019).

This study aimed to assess the awareness regarding time management and its importance among nursing students during their academic studies.

Methodology

Research design: A descriptive cross-sectional design was utilized for the study.

Study Population: Students studying nursing at an institute of nursing in Lahore were selected as an accessible population and a sample was selected from an accessible population to collect the data.

Sampling method: A non-probability convenience sampling method was used to select the sample.

Sample size: Initially a total of 161 students (total students studying at the college) were invited to participate in the study and 105 students willingly participated in the process of data collection.

Study duration: It took 4 weeks (1 November 2022 to 30 November 2022) to collect the data from all the students till preparing the results.

Research Instrument: A pre-designed questionnaire was used as a research instrument and it was validated by conducting a pilot study where 10 students studying in the same research setting were requested to answer the questionnaire and the coefficient of Chronbach α was calculated which was recorded as 0.8.

Data Collection: After taking the informed consent, a self-administered questionnaire was distributed to the participants and they were requested to answer all the questions mentioned in the questionnaire and return it upon completion. Subjects who needed assistance with translation or interpretation were taken care of. To maintain anonymity each questionnaire was assigned a code number and participants' names or any identifying information was not enquired.

Data Analysis: The measured responses of the participants were analyzed using the SPSS version 22 and the frequency & percentage of responses were calculated for more meaningful data.

Results

Out of 161 students, 105 students of 2nd year, 3rd year, and 4th year returned the completed questionnaire with a response rate of 65%. The demographic variables were recorded and it was found that the majority of the participants that is 74% were females falling in the age group of 22-24 years, 29% were studying in the 2nd year, 34% in 3rd year, and 37% in 4th year of BSc Nursing. Table 1 below shows the demographic characteristics of the participants.

Table 1. Demographic characteristics of participants

		Frequency	Percentage
Sex	Male	27	26%
	Female	78	74%
Age	19-21	34	32%
	22-24	66	63%
	25-31	5	05%
Class	BSN 2nd year	30	29%
	BSN 3rd year	36	34%
	BSN 4th year	39	37%

Responding to each statement in the questionnaire participants were quite diligent and most of them were able to answer appropriately as only 1% of students negated to realize that time is an important entity and 4% of students never prioritized their activities of daily life. Ninety-Six 96% of the participants prioritized the tasks based on their importance rather than demands and 98% of the subjects did set out their own deadlines in order to complete the tasks in time. A significant number of students did not consider the importance of recreational activities and 25% of them do not go for any kind of leisure but 94% of them were able to mention that they use different kinds of techniques required for time management. Table 2 below highlights the subjects' responses for each item in the questionnaire.

Table 2: Participants' responses for each item in the questionnaire

No.	Statements	Never	Seldom	Sometimes	Mostly	Always
1	I keep realizing that time is most important for me	1 (1%)	1 (1%)	5 (5%)	30 (29%)	68 (64%)
2	I make a priority list of all items for my daily routine	4 (4%)	12 (11%)	26 (25%)	44 (42%)	19 (18%)
3	I make my schedule on their importance rather than their demand	4 (4%)	7 (7%)	29 (25%)	49 (47%)	16 (15%)
4	I prefer to complete my tasks timely as it can help me avoid a lot of problems	5 (5%)	5 (5%)	24 (23%)	37 (35%)	34 (32%)
5	I set my due dates for task completion although it doesn't have a deadline	2 (2%)	15 (15%)	26 (25%)	40 (38%)	22 (21%)
6	I can say no when I am overburdened.	5 (5%)	9 (9%)	34 (32%)	32 (31%)	23 (22%)
7	I am able to find some free time for myself out of my busy schedule of studies	8 (8%)	11 (11%)	32 (31%)	25 (24%)	29 (28%)
8	I usually get myself involved in recreational activities to avoid any kind of mental exhaustion	25 (24%)	11 (11%)	28 (27%)	22 (21%)	19 (19%)
9	I utilize different strategies to enhance my position in the class	4 (4%)	6 (6%)	31 (30%)	44 (42%)	20 (20%)

10	Excessive use of mobile phones has a negative effect on my time management	3 (3%)	12 (12%)	18 (17%)	34 (32%)	38 (36%)
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After measuring the individual responses, they were summed up to find out how many participants think highly of time management and its importance. The results were quite promising with 62% of students focusing on time management on most of the occasions during their studies and 24% of students doing the same at least some point in time. Figure 1 below illustrates the percentage of students who were able to manage their time during their studies.

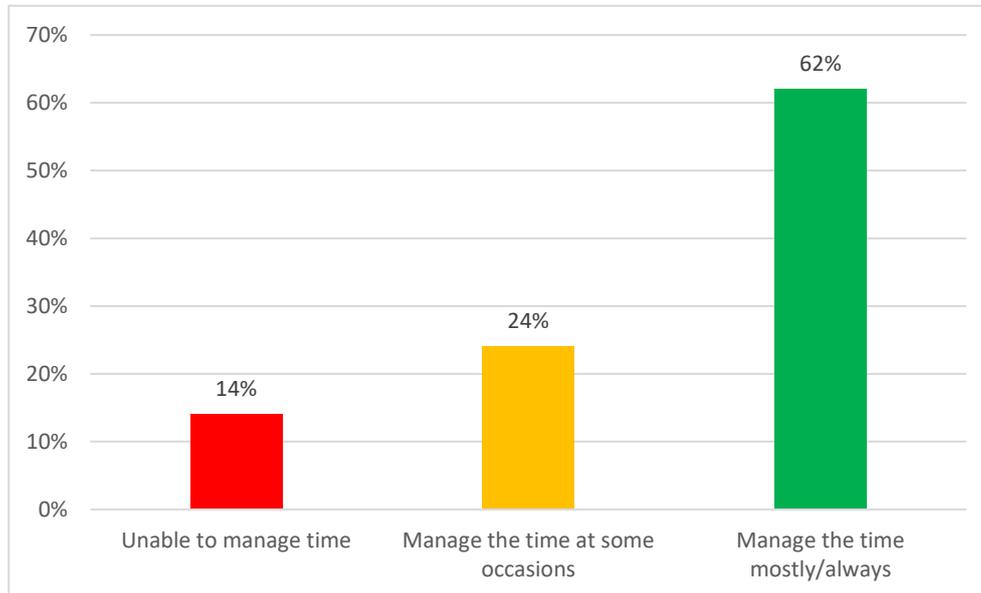


Fig 1. Percentage of students managing their time

Conclusion

The findings of the present study conclude that the majority of the participants were able to effectively manage their time identifying its importance. At the same time, a significant number of students were unable to do so, and certain opportunities have been recognized where more focus must be provided. Nursing schools, through their faculty members and counselors, should identify those students and work with them at individual levels to overcome this prevailing issue. Nursing students must be trained to become mentally strong as they have to deal with a lot of difficult situations in practical life. More interventional studies should be designed to generate evidence related to time management strategies.

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