

Impact Of Time Management On Academic Performance Among BSc Nursing Students

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ABSTRACT

Background: Time management is an essential competency for nursing students. **Objective:** To assess the impact of time management on academic performance among BSc Nursing students. **Methods:** A quantitative correlational design was adopted among 148 BSc Nursing students selected using convenience sampling. Data were collected using a demographic proforma, a 26-item time management questionnaire and academic performance proforma. Reliability of the tool was Cronbach's alpha 0.87. **Results:** 18.24% had high, 54.05% moderate and 27.70% low time management scores. Most students had above-average academic performance. Time management showed variable but meaningful relationships with academic performance across different years of study. **Conclusion:** Strengthening time management skills may enhance academic success and professional preparedness.

Keywords: Time management; Academic performance; Nursing students; Undergraduate nursing; Correlation study.

INTRODUCTION

Nursing education requires students to balance classroom learning, laboratory sessions, clinical postings, assignments and examinations. Effective time management helps students prioritize activities, reduce stress and improve academic outcomes. Previous literature suggests that students with better planning and organizational skills generally demonstrate higher academic achievement. Therefore, evaluating time management practices among nursing students is important for curriculum planning and student support.

BACKGROUND

Time management involves planning, organizing and prioritizing activities to achieve educational goals efficiently. Undergraduate nursing students face increasing academic and clinical demands throughout their programme. Inadequate time management may contribute to procrastination, stress and poor academic performance.

NEED AND SIGNIFICANCE

Understanding students' time-management behaviour helps educators identify areas for intervention. The

findings provide evidence for incorporating structured training programmes on planning, scheduling and prioritization into nursing education.

STATEMENT OF THE PROBLEM

A study to assess the impact of time management on academic performance among BSc Nursing students of Little Flower College of Nursing, Thiruvananthapuram.

OBJECTIVES

1. Assess time management.
2. Assess academic performance.
3. Determine the relationship between time management and academic performance.
4. Find the association between time management and selected demographic variables.

HYPOTHESIS

H1: There is a significant relationship between time management and academic performance among BSc Nursing students.

Relevant conflicts of interest/financial disclosures: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

DELIMITATIONS

The study was limited to BSc Nursing students of one institution and students available during data collection.

MATERIALS AND METHODS

A quantitative correlational research design was adopted. The study was conducted at Little Flower College of Nursing, Thiruvananthapuram. The population comprised BSc Nursing students. A total of 148 students were selected using convenience sampling. Data were collected using a demographic questionnaire, a validated 26-item Time Management

Questionnaire and students' academic performance proforma. Reliability was established using Cronbach's alpha (0.87). Data were analysed using descriptive and inferential statistics including frequency, percentage, mean, correlation and chi-square.

ANALYSIS OF DATA

Section – A

Findings related to sample characteristics

This section describes the sample characteristics.

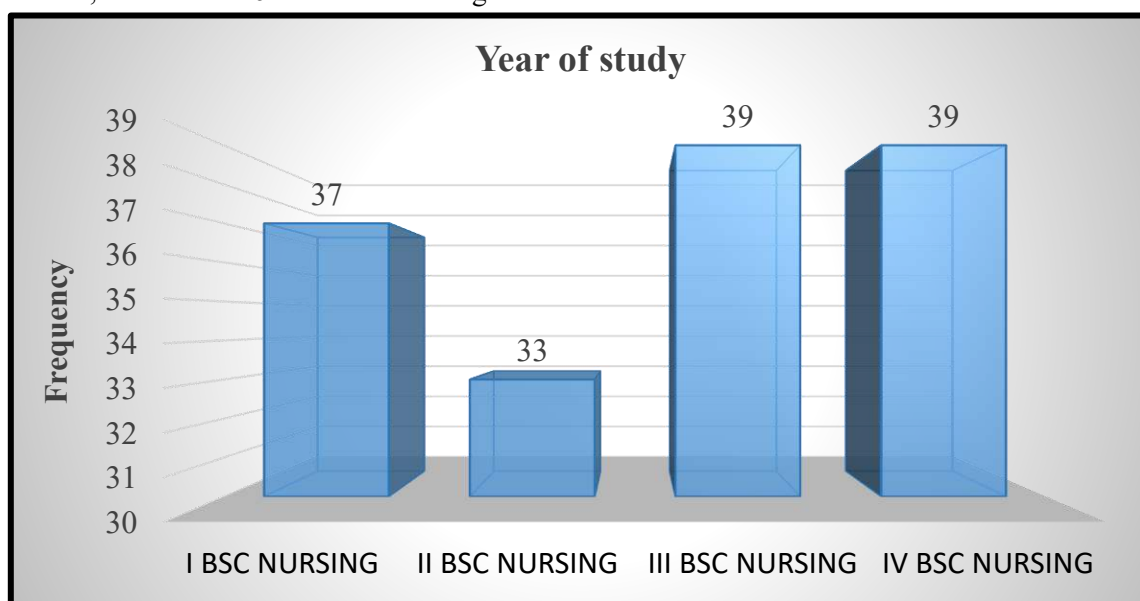


Figure 1: Bar diagram showing distribution of samples based on year of study

Figure 1 shows that out of 148 samples 37 (25%) were from I year BSc Nursing, 33 (22.30%) belonged to II year BSc Nursing, 39 (26.35%) were from III year

BSc Nursing and 39 (26.35%) from IV year BSc Nursing.

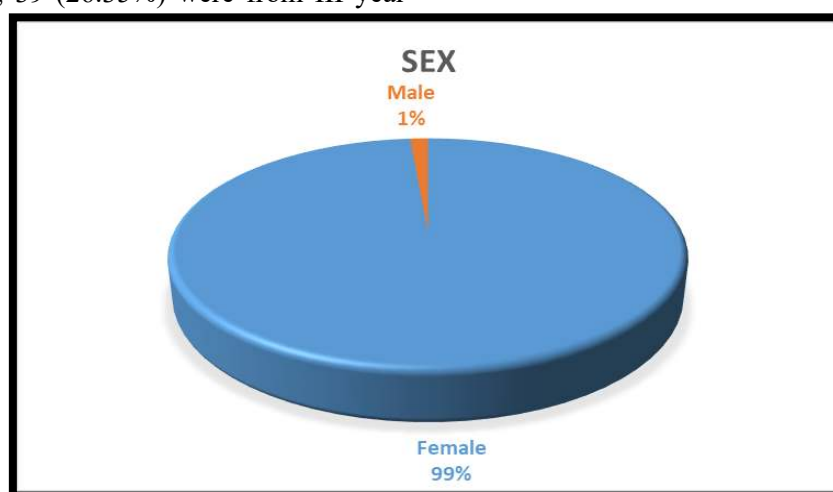


Figure 2: Pie diagram showing distribution of samples based on sex

Figure 2 shows distribution of samples based on sex 146 (98.65%) were females and only 2 (1.35%) were male.

Section – B

Findings related to time management level score of sample and mean score of domains

This section describes the time management level score and mean score of domains yearwise

Time management level score	1 st year BSc Nursing n=39	2 nd year BSc Nursing n=39	3 rd year BSc Nursing n=33	4 th year BSc Nursing n=37	Total
High Score (Above 100)	9 (23.08 %)	3 (7.7 %)	7 (21.21 %)	8 (21.62 %)	27 (18.24%)
Moderate Score (80 – 100)	21 (53.85 %)	18 (46.15 %)	21 (63.64 %)	20 (54.06 %)	80 (54.05%)
Low Score (Above 79 and below)	9 (23.07 %)	18 (46.15 %)	5 (15.15 %)	9 (24.32 %)	41 (27.70%)

Maximum Score 130; Minimum Score 26

Table 1: Time management level score of sample (N=148)

The data presented in table 1 reveals time management level score of sample. Data shows that 27 (18.24%) had achieved high score, majority of the

sample 80 (54.05%) attained moderate score and 41 (27.70%) got low score.

Time management domains	1 st year BSc Nursing	2 nd year BSc Nursing	3 rd year BSc Nursing	4 th year BSc Nursing
Setting goals	23.4 (13.51)	23.4 (7.26)	19.8 (9.04)	21 (12.54)
Punctuality	23.4 (14.01)	23.4 (4.72)	19.8 (3.37)	22.2 (10.83)
Avoiding distractions	31.2 (11.92)	31.2 (12.51)	26.4 (13.81)	29.6 (18.09)
Understanding	15.6 (11.41)	15.6 (7.89)	13.2 (8.03)	14.8 (13.47)
Scheduling	23.4 (6.34)	23.4 (3.2)	19.8 (8.77)	21.6 (13.47)
Critical planning	29.4 (13.75)	31.2 (6.34)	25.8 (10.28)	29.8 (19.78)
Setting priorities	15.6 (12.04)	15.6 (10.46)	13.3 (8.11)	14.8 (10.01)
Time opinion	37.2 (22.52)	39 (16.81)	33 (22.57)	37 (25)

Table 2: Mean score of domains yearwise (N=148)

Data in table 2 shows mean score of domains yearwise, for the domain under setting goals, punctuality, avoiding distractions, understanding, scheduling and setting priorities the mean scores of 1st year and 2nd year was similar were as it was less for

4th year and 3rd year respectively. The means score for critical planning and time opinion was more in 2nd year.

Section – C – Findings related to students' academic performance

Academic performance Scores	1 st year	2 nd year	3 rd year	4 th year
Excellent – 75 % and above	5	0	6	3
Above Average – 65 % – 74.99 %	19	16	24	23
Average – 55 % - 64.99 %	15	22	3	11
Below Average – Below 55 %	0	1	0	0

Table 3: Academic performance scores of students (N=148)

Table 3 shows the academic performance of students. 3rd year students (6) had excellent score while 5 students of 1st year had excellent scores whereas 3 students of 4th year had excellent scores and there were no students in the 2nd year under excellent category. Similarly, majority of the sample belong to above average and average scores while one student

from 2nd year belonged to below average whereas there were no students in 4th year, 3rd year and 1st year students.

Section – D – Findings related to relationship between time management and academic performance

Variables	Academic performance of students			
Time management	1 st year	2 nd year	3 rd year	4 th year
High Score	r = -0.56 N – 9	r = -0.82 N – 3	r = 0.02 N - 7	r = 0.42 N - 8
Moderate Score	r = -0.37 N - 21	r = 0.41 N – 18	r = -0.22 N - 21	r = -0.03 N – 20
Low Score	r = -0.37 N - 9	r = 0.01 N - 18	r = 0.53 N - 5	r = 0.56 N - 9

Table 4: Relationship between time management and academic performance

Table 4 shows strong positive relationship between moderate time management score and academic performance of 2nd year students. A strong positive relationship exists between low time management score and academic performance of 3rd year students. Strong positive correlation exists between high time management score plus low time management scores and academic performance of 4th year students. There is no relationship between low score and academic performance of 2nd year, high score and academic

performance of 3rd year Moderate score and academic performance of 4th year students. There is weak to strong negative relationship between Time management scores and academic performance of 1st year students and moderate score and academic performance of 3rd year students. There is very strong negative relationship between high score and academic performance of 2nd year students. Thus showing that time management has variable effect on academic performance of students.

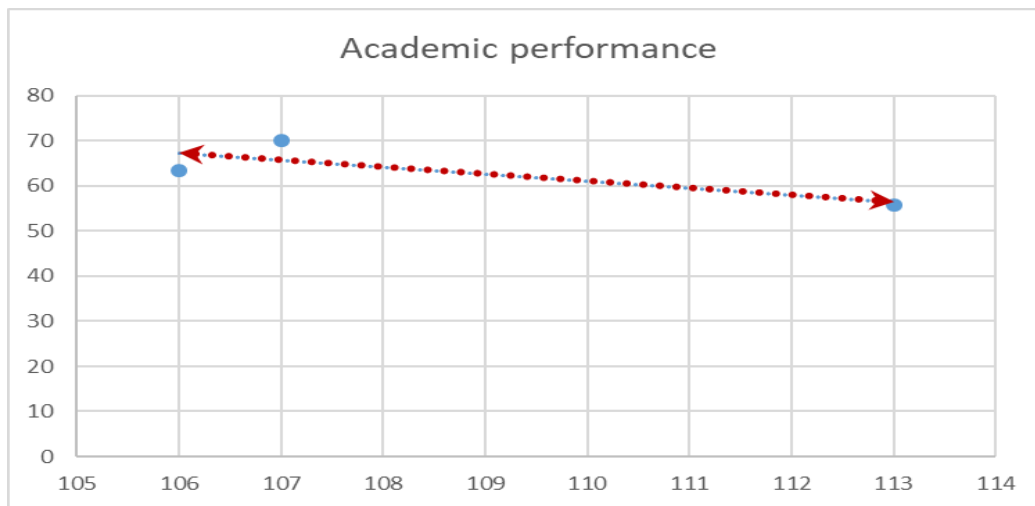


Figure 3: Scattered diagram showing correlation between time management scores and academic performance of students

Figure 3 shows a strong negative correlation between high score of time management and academic performance of 2nd year students.

RESULTS

Among 148 students, 27 (18.24%) had high time management scores, 80 (54.05%) had moderate scores and 41 (27.70%) had low scores. Most students achieved above-average academic performance. Correlation analysis demonstrated varying relationships across different academic years, indicating that time management influenced academic performance differently depending on the year of study.

DISCUSSION

The findings indicate that moderate to good time management is common among nursing students and is associated with better academic outcomes. These findings are broadly consistent with earlier studies by Macan et al., Britton and Tesser, Aeon et al., Das and Bera, and Wilson et al., which reported positive effects of time management on academic achievement.

CONCLUSION

Time management is an important determinant of academic success among undergraduate nursing students. Educational interventions focusing on planning, prioritisation and scheduling can improve student performance.

NURSING IMPLICATIONS

Nursing educators should integrate time-management training into orientation and mentoring programmes. Administrators should conduct workshops to strengthen organisational skills and reduce academic stress.

LIMITATIONS

The study was confined to one nursing college, convenience sampling was used, and findings cannot be generalized to all nursing students.

RECOMMENDATIONS

Future multicentre studies with larger samples and longitudinal designs are recommended. Time-management training programmes should be evaluated for their long-term impact.

ETHICAL CLEARANCE

Institutional ethical approval and informed consent were obtained before data collection.

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