



## OVERVIEW OF TIME MANAGEMENT IN NURSING STUDENTS

Iyus Yosep<sup>1\*</sup>, Rohman Hikmat<sup>1</sup>, Ai Mardhiyah<sup>1</sup>, Arifah Afkar Fadilah<sup>2</sup>

<sup>1</sup>Faculty of Nursing, Universitas Padjadjaran, Jl. Raya Bandung Sumedang KM.21, Hegarmanah, Jatinangor, Sumedang, West Java 45363, Indonesia

<sup>2</sup>Faculty of Medicine, Universitas Lampung, Jalur dua Univeristas Lampung, Jl. Prof. Dr. Ir. Sumantri Brojonegoro No.1, Bandar Lampung, Lampung 35141, Indonesia

\*[iyus.yosep@unpad.ac.id](mailto:iyus.yosep@unpad.ac.id)

### ABSTRACT

Time management is an important skill for nursing students to face complex challenges in their academic and clinical environments. However, although the importance of time management has been widely recognized, there is not yet an adequate understanding of the dynamics of time management in nursing students, especially in the Indonesian academic environment. This study aims to describe the picture of nursing students' time management and to explore factors that may influence their time management. Descriptive research methods were used using the Self-Regulated in Online Learning Questionnaire (SOL-Q) to collect data from 300 nursing students at Padjadjaran University. Teknik sampling yang digunakan adalah purposive sampling. Data analysis used univariate tests. The research results showed that the majority of nursing students had a high level of time management, namely 201 people (67%). However, some students reported a low level of time management, namely 99 people (33%). Factors that influence time management include a busy curriculum load, the demands of clinical practice, and balance between personal and academic life. Factors influencing time management included a dense curriculum, demands of clinical practice, and the balance between personal and academic life. Interventions tailored to address time management challenges should be developed to support students in optimizing their academic and personal responsibilities. The implication of this research is the importance of developing appropriate interventions to help students who experience difficulties in managing their time.

Keywords: nursing; students; time management

#### First Received

01 March 2024

#### Revised

14 March 2024

#### Accepted

15 March 2024

#### Final Proof Received

17 March 2024

#### Published

01 April 2024

#### How to cite (in APA style)

Yosep, I., Hikmat, R., Mardhiyah, A., & Fadilah, A. (2024). Overview of Time Management in Nursing Students. *Indonesian Journal of Global Health Research*, 6(2), 835-842. <https://doi.org/10.37287/ijghr.v6i2.3067>.

## INTRODUCTION

Nursing students play an important role in preparing themselves to become contributing members of this important health profession. They are on the front lines of learning, understanding, and implementing the latest practices in patient care (Savitsky et al., 2020). Students are expected to develop the critical and empathetic skills necessary to respond thoughtfully and holistically to individual health needs (Dev Bhurtun et al., 2021). However, the complexity of nursing students' duties and responsibilities cannot be underestimated (Lovrić et al., 2020). In addition to studying extensive academic material, they must also face practical challenges in an often challenging clinical environment. Their duties are not limited to providing direct care to patients, but also include carrying out administrative tasks, collaborating within interdisciplinary teams, and adapting to rapidly changing situations (Alatawi et al., 2020).

The link between time management and academic performance of nursing students is a very important aspect in the success of their education. In general, the effectiveness of time

management is crucial in achieving academic goals (Thomas et al., 2020). Nursing students who are able to manage their time well tend to have higher productivity in studying and completing their academic assignments. They can allocate sufficient time to read, prepare assignments, and study the material carefully, which directly impacts the quality of the work produced (Al-Hamed et al., 2021). On the other hand, lack of time management can have a detrimental impact on nursing students' academic performance (Kim et al., 2021). Students who are ineffective in managing their time tend to experience stress, fatigue, and even confusion in completing their assignments. This can result in delays in completing assignments, a decrease in the quality of work, and can even lead to failure in achieving their academic targets (Hikmat et al., 2022).

Nursing students face unique challenges in time management that require strong organizational skills and the ability to adapt to a dynamic environment. A dense curriculum load is often a major obstacle to efficient time management (Panek, 2014; Yosep et al., 2023a). With a learning schedule full of lectures, practicums, and exams, nursing students often feel pressured to balance their time between academic studies and other assignments. In addition, the demands of clinical practice and internships add to the complexity of time management (Le et al., 2020). While these clinical experiences are invaluable in developing practical skills, they also require a significant time commitment outside of class hours (Fadana & Vember, 2021; Xu et al., 2014). This can cause difficulty in aligning time for studying, rest, and other activities. Students are expected to maintain a balance between personal and academic life which is a real challenge for nursing students (Pålsson et al., 2017). They often feel pressured to meet academic demands while maintaining their social relationships, mental health, and personal needs (Jurisic et al., 2021; Kim et al., 2021).

Previous research has provided valuable insight into time management in healthcare students, including nursing students (Zhang et al., 2021). Many studies have been conducted to explore the factors that influence students' time management, the strategies used to increase the effectiveness of time management, and the relationship between time management and academic performance (Han et al., 2022; Zeydani et al., 2021). The results of this study have revealed that factors such as stress levels, organizational skills, social support, and study habits have a significant impact on healthcare students' time management (Suminarsis & Sudaryanto, 2018). From the background that has been presented, it is important to conclude that time management has a crucial role in the context of nursing students. Nursing students are faced with complex tasks and responsibilities, including a dense curriculum load and the demands of clinical practice that require effective time management. Balancing personal and academic life is also a significant challenge for nursing students. Therefore, the aim of the research is to describe the time management of Padjadjaran University nursing students.

## **METHOD**

This research method used descriptive research to describe the time management picture of Padjadjaran University nursing students. Descriptive research was a research method that aimed to describe or identify certain characteristics or phenomena in a certain population without manipulating any variables. The main goal was to provide a comprehensive description of a phenomenon or situation. The sample for this study included nursing students from Padjadjaran University. The population in this study was 580 nursing students. Sampling used purposive sampling. Inclusion criteria included active students who had completed at least one semester of nursing studies. Exclusion criteria included students who were on leave, inactive, or could not be contacted. The number of samples in this study was 300 nursing students. The research location was carried out online via an online platform available to

Padjadjaran University students. Data was collected through distributing online questionnaires to respondents. The questionnaire used was the 3-item Self Regulated in Online Learning Questionnaire (SOL-Q), which was specifically designed to measure the level of self-regulation in online learning. The results of the instrument validity test show a value in the range of 0.306-0.686 which shows the instrument is valid to use and the reliability test gets a Cronbach's alpha value of 0.752 which means the instrument is declared reliable.

At that stage, ethical considerations were important to consider. This included principles such as autonomy, fairness, beneficence, non-harm, and confidentiality. Students who were research subjects were given clear information about the purpose of the research, their right to refuse to participate or withdraw, and guarantee the confidentiality of their data. The collected data were analyzed using descriptive statistics. Univariate analysis was used to describe the frequency distribution of the variables involved, such as the mean, min-max value, and standard deviation of the observed variables, in this case, the time management of Padjadjaran University nursing students.

## RESULTS

The research results obtained a sample of 300 respondents. The data tabulation based on demographic data includes age, gender, class, campus location, and duration of internet use by respondents can be seen in the following table.

Table 1.  
Respondent characteristics (n= 300)

Characteristics		f	%
Age	18 – 20 years	192	64
	21 – 23 years	108	36
Gender	Male	31	10.3
	Female	269	89.7
Class	2017	74	24.7
	2018	74	24.7
	2019	60	20
	2020	92	30.6

The research results showed that the highest percentage of respondents were aged 18 to 20 years, with a percentage of 64% (Table 1). This shows that the majority of nursing students in the study were in the age range from early adolescence to early adulthood. Apart from that, the majority of respondents were women, with a percentage of 89.7%. This shows that the majority of respondents are female nursing students. Finally, the highest percentage of respondents came from the class of 2020, with a percentage of 30.6%. This shows that the majority of nursing students in this study came from the class of 2020.

Table 2.  
Results of distribution of time management (n=300)

Variable	Mean	Standard deviation	Min - Max	f		%	
				High	Low	High	Low
Time Management	13.94	3,559	5-21	201	99	67	33

The research results show that the average time management of nursing students is 13.94, with a standard deviation of 3,559 (table 2). The range of scores observed ranged from 5 to 21, indicating variation in the level of bullying behavior reported by nursing students. Of the total respondents, 201 people (or 67%) reported high levels of bullying behavior, while 99 people (or 33%) reported low levels of bullying behavior. This indicates a significant prevalence of bullying behavior among nursing students, with the majority of respondents

experiencing high levels of bullying behavior.

## **DISCUSSION**

The research results showed that the majority of respondents, 201 people or 67%, reported having a high level of time management. This shows that there is good awareness among nursing students in managing their time effectively. Nursing students who have good time management tend to be able to balance their academic duties well, including lecture schedules, clinical practice, and other assignments, as well as setting aside time for extracurricular activities and personal life (Labrague, 2023; Tsai & Liu, 2015). A high level of time management may also reflect nursing students' ability to deal with challenges and pressures that arise in their academic and clinical environments (Seibel, 2014).

Several factors that influence nursing students' time management include a busy curriculum load, the demands of clinical practice and internships, and the balance between personal and academic life (Jang & Lee, 2023). A dense curriculum load can be a major obstacle in time management, because nursing students often have to complete a lot of assignments and course material in limited time (Ahmed et al., 2023). In addition, the demands of clinical practice and internships also require a significant time commitment outside of class hours, which can interfere with study schedules and other activities (Labrague, 2023). The balance between personal and academic life can also be an important factor in time management, as nursing students need to find time for rest, recreation, and maintaining their mental health while meeting rigorous academic demands (Al Ali et al., 2017). In addition to these factors, other aspects such as study habits, stress levels, social support, and organizational skills may also contribute to the effectiveness of nursing students' time management (Yosep et al., 2022).

The research results showed low time management among some nursing students (33%). Factors such as a dense curriculum load, the demands of intensive clinical practice, and the balance between personal and academic life may cause some nursing students to have difficulty managing their time effectively (Hensley et al., 2018). Low levels of time management can reflect the potential for stress, fatigue, and confusion in completing academic assignments or meeting given deadlines (Ekaterine & Natalia, 2017; Manwani et al., 2017). Furthermore, low levels of time management can also have a negative impact on the academic performance and overall mental well-being of nursing students (Pelikan et al., 2021).

Effective time management has a significant positive impact on nursing students, enabling them to better achieve their academic and professional potential (Yang et al., 2020). Nursing students who are able to manage their time well tend to have lower stress levels and higher mental well-being (Yang et al., 2020). They can make optimal use of their time to prepare themselves to understand the course material, prepare assignments, and gain the necessary clinical experience (Fidalgo et al., 2020). A high level of time management also allows nursing students to balance academic life and personal life better, maintaining a healthy balance between work and free time (Jannata & Nur'aeni, 2020; Yosep et al., 2023b). In addition, nursing students with good time management also tend to have better academic performance, demonstrating the ability to cope with the stress and demands of a busy curriculum and challenging clinical practice (Maqableh & Alia, 2021).

Efforts to improve time management in nursing students are a key step in supporting their academic and professional success. Providing time management skills training can help nursing students to understand basic time management concepts, identify priorities, and

develop effective strategies for managing their schedules (Maqableh & Alia, 2021). Additionally, the use of technology, such as time management apps or project management software, can help nursing students plan, track, and organize their tasks more efficiently (Hikmat et al., 2024; Kulusakli, 2022). Additionally, a collaborative approach between students and faculty can allow for the creation of a flexible schedule that takes into account the student's academic and clinical practice demands (Mallick et al., 2018). Developing mentorship or support programs between students can also provide a platform for students to support each other and share effective time management strategies (Zhou & Wang, 2023). Thus, through these efforts, nursing students can be empowered to manage their time more effectively, improve their academic and professional well-being, and prepare themselves for a successful future in the nursing profession (BÜLBÜL & ODACI, 2023).

## **CONCLUSION**

The results of this study show that the majority of nursing students have a high level of time management, namely 201 people (67%), but there is still a small number of students who experience low time management, namely 99 people (33%). Factors such as a dense curriculum load, the demands of intensive clinical practice, and the balance between personal and academic life can influence nursing students' time management. The positive impacts of effective time management include lower stress levels, higher mental well-being, and better academic performance. The implications of this study highlight the importance of a deeper understanding of the dynamics of nursing students' time management and the need for the development of appropriate interventions to assist students who may experience difficulties in managing their time. Time management skills training programs, the use of supportive technology, a collaborative approach between students and teaching staff, as well as the development of support programs between students are some of the efforts that can be made to improve nursing students' time management. Future research recommendations suggest conducting more in-depth research on the factors that influence nursing students' time management, as well as further development and evaluation of intervention programs designed to improve their time management.

## **REFERENCES**

- Ahmed, F. A., Alrashidi, N., Mohamed, R. A., Asiri, A., Al Ali, A., Aly, K. H., Nouh, W. G., Demerdash, N. A., Marzouk, S. A., Omar, A. M., Marzouk, M. M., Alkalash, S. H., Moursy, S. M., Fadila, D. E., Eldin, S. S., & Almowafy, A. A. (2023). Satisfaction and anxiety level during clinical training among nursing students. *BMC Nursing*, 22(1), 187. <https://doi.org/10.1186/s12912-023-01352-3>
- Al-Hamed, A. A., Nursing, P., & Alhamed, A. A. (2021). The Use of OSCEs in Nursing Education: A Review Paper. *Saudi J Nurs Health Care*, 4(7), 183–188. <https://doi.org/10.36348/sjnhc.2021.v04i07.005>
- Al Ali, N. M., Gharaibeh, M., & Masadeh, M. J. (2017). Students' perceptions of characteristics of victims and perpetrators of bullying in public schools in Jordan. *Nursing Research*, 66(1), 40–48. <https://doi.org/10.1097/NNR.000000000000190>
- Alatawi, A., Domantay, A. A., ALatawi, M., Qawwadi, S., ALhiri, M., & ALbalawi, T. (2020). Nursing Students' Satisfaction of the Clinical Learning Environment in Saudi Arabia. *Int J Nurs Didact*, 10. <https://doi.org/10.15520/ijnd.v10i06.2999>
- BÜLBÜL, K., & ODACI, H. (2023). Analysis of Studies about Academic Anxiety: A Thematic Review TT - Akademik Kaygı Üzerine Yapılan Çalışmaların Analizi: Bir

- Tematik İnceleme. Psikiyatride Güncel Yaklaşımlar, 15(2), 370–384. <https://doi.org/10.18863/pgy.1124868>
- Dev Bhurtun, H., Turunen, H., Estola, M., & Saaranen, T. (2021). Changes in stress levels and coping strategies among Finnish nursing students. *Nurse Educ Pract*, 50. <https://doi.org/10.1016/j.nepr.2020.102958>
- Ekaterine, G., & Natalia, K. (2017). Impact of Time Management on Personal Development of Master's Degree Students. *European Journal of Social Sciences Education and Research*, 11(2), 110. <https://doi.org/10.26417/ejser.v11i2.p110-118>
- Fadana, F. P., & Vember, H. F. (2021). Experiences of undergraduate nursing students during clinical practice at health facilities in Western Cape, South Africa. *Curationis*, 44(1), e1–e10. <https://doi.org/10.4102/curationis.v44i1.2127>
- Fidalgo, P., Thormann, J., Kulyk, O., & Lencastre, J. A. (2020). Students' perceptions on distance education: A multinational study. *International Journal of Educational Technology in Higher Education*, 17(1), 18. <https://doi.org/10.1186/s41239-020-00194-2>
- Han, J. H., Park, S. J., & Kim, Y. (2022). Phubbing as a millennials' new addiction and relating factors among nursing students. *Psychiatry Investigation*, 19. <https://doi.org/10.30773/pi.2021.0163>
- Hensley, L. C., Wolters, C. A., Won, S., & Brady, A. C. (2018). Academic probation, time management, and time use in a college success course. *Journal of College Reading and Learning*, 48.
- Hikmat, R., Hermayanti, Y., Praptiwi, A., & Putri, A. M. (2022). Self-regulated Learning Among Undergraduate College Students with Parental Divorce. *Jendela Nursing Journal*, 6(2), 78–84. <https://doi.org/10.31983/jnj.v6i2.9164>
- Hikmat, R., Yosep, I., Hernawaty, T., & Mardhiyah, A. (2024). A Scoping Review of Anti-Bullying Interventions: Reducing Traumatic Effect of Bullying Among Adolescents. *Journal of Multidisciplinary Healthcare*, 17(null), 289–304. <https://doi.org/10.2147/JMDH.S443841>
- Jang, S. J., & Lee, H. (2023). Social jetlag and quality of life among nursing students during the COVID-19 pandemic: a cross-sectional study. *BMC Nursing*, 22(1), 61. <https://doi.org/10.1186/s12912-023-01223-x>
- Jannata, A. H., & Nur'aeni. (2020). Academic Anxiety in Students : a Systematic Review. *Future Psychology Interaction of Human Behavior, Culture, and Technology to Create Society 5.0*, 2015.
- Jurasic, A., Jurasic, Z., Lefkou, E., & Girardi, G. (2021). Pravastatin plus L-arginine prevents adverse pregnancy outcomes in women with uteroplacental vascular dysfunction. *Vascular Pharmacology*, 137, 106824. <https://doi.org/10.1016/j.vph.2020.106824>
- Kim, S. C., Sloan, C., Montejano, A., & Quiban, C. (2021). Impacts of coping mechanisms on nursing students' mental health during COVID-19 lockdown: a cross-sectional survey. *Nurs Rep*, 11. <https://doi.org/10.3390/nursrep11010004>
- Kulusakli, E. (2022). Exploring self regulated online learning skills of EFL learners in

- distance education. *Turkish Online Journal of Distance Education*, 23(1), 86–96. <https://doi.org/10.17718/tojde.1050356>
- Labrague, L. J. (2023). COVID-19 phobia, loneliness, and dropout intention among nursing students: the mediating role of social support and coping. *Current Psychology*. <https://doi.org/10.1007/s12144-023-04636-8>
- Le, H. T. H., Tran, N., Campbell, M. A., Gatton, M. L., Nguyen, H. T., Dunne, M. P., Avşar, F., Ayaz Alkaya, S., Busch, V., Leeuw, J. R., Zuithoff, N. P., Yperen, T. A., Schrijvers, A. J., Kim, J. I., Walsh, E., Pike, K., Thompson, E. A., Scherman, V., Aghaei-Malekabadi, M., ... Wilks, A. (2020). An Adaptation of the COPE Intervention for Adolescent Bullying Victimization Improved Mental and Physical Health Symptoms. *International Journal on Disability and Human Development*, 19(4), 197–204. <https://doi.org/10.1891/JNM-2021-0088>
- Lovrić, R., Farčić, N., Mikšić, Š., & Včev, A. (2020). Studying during the COVID-19 pandemic: A qualitative inductive content analysis of nursing students' perceptions and experiences. *Education Sciences*, 10. <https://doi.org/10.3390/educsci10070188>
- Mallick, R., Kathard, H., Borhan, A. S. M., Pillay, M., & Thabane, L. (2018). A cluster randomised trial of a classroom communication resource program to change peer attitudes towards children who stutter among grade 7 students. *Trials*, 19(1), 664. <https://doi.org/10.1186/s13063-018-3043-3>
- Manwani, D., Doyle, M. H., Davidson, L., Mallea, M., Silver, E. J., Jackson, J., Chhabra, R., Morrone, K., Minniti, C., Rastogi, D., Stein, R. E. K., Oyeku, S., Bauman, L. J., Lapp, V., Chase, S. K., Hunt, W. R., Linnemann, R. W., Middour-Oxler, B., Elliott, T., ... Taher, A. T. (2017). Health-related quality of life in adults with transfusion-independent thalassaemia intermedia compared to regularly transfused thalassaemia major: new insights. *American Journal of Hematology*, 43(4), 848–850. <https://doi.org/10.1186/s40064-016-3568-4>
- Maqableh, M., & Alia, M. (2021). Evaluation online learning of undergraduate students under lockdown amidst COVID-19 Pandemic: The online learning experience and students' satisfaction. *Children and Youth Services Review*, 128, 106160. <https://doi.org/https://doi.org/10.1016/j.childyouth.2021.106160>
- Pålsson, Y., Mårtensson, G., Swenne, C. L., Ädel, E., & Engström, M. (2017). A peer learning intervention for nursing students in clinical practice education: A quasi-experimental study. *Nurse Educ Today*, 51. <https://doi.org/10.1016/j.nedt.2017.01.011>
- Panek, E. (2014). Left to their own devices: college students' "guilty pleasure" media use and time management. *Communication Research*, 41.
- Pelikan, E. R., Lüftenegger, M., Holzer, J., Korlat, S., Spiel, C., & Schober, B. (2021). Learning during COVID-19: the role of self-regulated learning, motivation, and procrastination for perceived competence. *Zeitschrift Für Erziehungswissenschaft*, 24(2), 393–418. <https://doi.org/10.1007/s11618-021-01002-x>
- Savitsky, B., Findling, Y., Ereli, A., & Hendel, T. (2020). Anxiety and coping strategies among nursing students during the covid-19 pandemic. *Nurse Educ Pract*, 46. <https://doi.org/10.1016/j.nepr.2020.102809>

- Seibel, M. (2014). For us or against us? Perceptions of faculty bullying of students during undergraduate nursing education clinical experiences. *Nurse Education in Practice*, 14(3), 271–274. <https://doi.org/10.1016/j.nepr.2013.08.013>
- Suminarsis, T. A., & Sudaryanto, A. (2018). Hubungan antara tingkat stres dengan mekanisme koping pada mahasiswa keperawatan menghadapi praktek belajar lapangan di rumah sakit. *EJournal UMS*, 149–154.
- Thomas, T., Martsof, G., & Puskar, K. (2020). How to engage nursing students in health policy: results of a survey assessing students' competencies, experiences, interests, and values. *Policy Polit Nurs Pract*, 21. <https://doi.org/10.1177/1527154419891129>
- Tsai, H. C., & Liu, S. H. (2015). Relationships between time-management skills, Facebook interpersonal skills and academic achievement among junior high school students. *Social Psychology of Education*, 18.
- Xu, J., Yuan, R., Xu, B., & Xu, M. (2014). Modeling students' time management in math homework. *Learning and Individual Differences*, 34.
- Yang, E., Schamber, E., Meyer, R. M. L., & Gold, J. I. (2020). Happier Healers: Randomized Controlled Trial of Mobile Mindfulness for Stress Management. *Journal of Alternative and Complementary Medicine*, 24(5), 505–513. <https://doi.org/10.1089/acm.2015.0301>
- Yosep, I., Hikmat, R., & Mardhiyah, A. (2023a). School-Based Nursing Interventions for Preventing Bullying and Reducing Its Incidence on Students: A Scoping Review. *International Journal of Environmental Research and Public Health*, 20(2). <https://doi.org/10.3390/ijerph20021577>
- Yosep, I., Hikmat, R., & Mardhiyah, A. (2023b). Types of Digital-Based Nursing Interventions for Reducing Stress and Depression Symptoms on Adolescents During COVID-19 Pandemic: A Scoping Review. *Journal of Multidisciplinary Healthcare*, 16, 785–795. <https://doi.org/10.2147/JMDH.S406688>
- Yosep, I., Hikmat, R., Mardhiyah, A., Hazmi, H., & Hernawaty, T. (2022). Method of Nursing Interventions to Reduce the Incidence of Bullying and Its Impact on Students in School: A Scoping Review. *Healthcare*, 10(10). <https://doi.org/10.3390/healthcare10101835>
- Zeydani, A., Atashzadeh-Shoorideh, F., Abdi, F., Hosseini, M., Zohari-Anboohi, S., & Skerrett, V. (2021). Effect of community-based education on undergraduate nursing students' skills: a systematic review. *BMC Nursing*, 20(1), 233. <https://doi.org/10.1186/s12912-021-00755-4>
- Zhang, Z., Fu, W., & Tian, C. (2021). Professional identity of Chinese nursing students during the COVID-19 pandemic outbreak: A nation-wide cross-sectional study. *Nurse Educ Pract*, 52. <https://doi.org/10.1016/j.nepr.2021.103040>
- Zhou, Y., & Wang, J. (2023). Internet-based self-help intervention for procrastination: randomized control group trial protocol. *Trials*, 24(1), 1–12. <https://doi.org/10.1186/s13063-023-07112-7>