

EFFECT OF TIME MANAGEMENT' EDUCATIONAL INTERVENTION ON FRESHMAN NURSING STUDENTS ACADEMIC' PROCRASTINATION AND ACHIEVEMENT LEVELS

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ABSTRACT

Background: Looking specifically at the higher nursing education, the students are confronted with new responsibilities and expectations, which requires time management. Regardless of that, the student' numbers who reporting issues with procrastination is expanding. Also, it has been recognized that positive time management behavior quickens students 'achievement, whereas negative time management behaviors decrease students' achievement. Aim: To examine the effectiveness of a time management training program intervention on freshman nursing students' procrastination and academic achievement levels. Design: A Quasi-experimental design was used. Setting. This study was conducted at Faculty of Nursing – Cairo University. Sample. A purposive sample consists of sixty of nursing students that accepted to take part in the research and met the inclusion criteria were included in the study. The sample was divided equally into two groups, namely, experimental and control groups. Tools. Data collected by using a five instruments, namely, 1): Demographic Data Sheet, 2): Time Management Inventory (TMI), 3) Procrastination Assessment Scale for Students (PASS), 4) Knowledge Test (Pre / Post-Test), 5) Students' Academic Achievement 'Auditing Checklist. Results: The results showed a marked significant difference between the experimental and control groups in the post intervention regarding the overall self-reported 'time management skills, overall time management 'knowledge, procrastination levels and academic achievement levels. Conclusion: Improving time management knowledge and skills through educational intervention would dimension nursing students' procrastination levels and enhancing their academic achievement. Recommendation: integration of time management interventions in the course-related tutorial to help freshman nursing students make a study arrangement, set week by week learning goals particularly, for newcomers, who complain about time management issues.

KEYWORDS: Time Management', Educational Intervention, Freshman Nursing Students, Academic' Procrastination, Achievement Levels

INTRODUCTION

There are most likely today's students in higher education are the future pioneers in nation building (Delhi, Osman, & Mohamed, 2015). Be that as it may, low graduation rates & study delays are a proceeding problem in higher education around the world (OECD, 2008). Students in each subject field in colleges ought to overcome various obstacles in order to achieve better academic performance (Delhi, Osman, & Mohamed, 2015).

Since, University education is known as a basic transitional period in the process of development for each student (Choate & Smith, 2003), upgrading academic achievement and lessening study delay has ended up as one of the real difficulties in higher education (Hakimi, Hejaz& Lavasan, 2011). Thus, universities could and ought to assume a more active role in assisting first-year students to make sense of time management (Van der Meer, Jansen, & Torenbeek, 2010).

There is mounting proof that, University students' success relies on upon their ability to use time properly and most efficiently. Particularly in the era of the utilization of present day innovation, the amount of information to be learned increases day by day together with the number and accessibility of distractions like online games, social media, game platforms, etc. which may take their time (Andreessen, 2015).

Accordingly, students are required to figure out how to manage their time. So they can apply a similar level of efficiency in the profession they choose after completing their education (Başak et al., 2008). Looking specifically at nursing education context, the university nursing students are confronted with new responsibilities and new expectations, which require time management (Mirzaei et al, 2012).

Therefore, this skill is an extremely important that nursing students must acquire during their academic life so that they can improve their competences and quality of service (Başak et al., 2008). Successful utilization of time empowers nursing students to be set up for going into the clinical environment (Rydon et al. 2008), and makes them more successful in tests (Prichard et al. 2006). Time management refers to planning the time available in line with personal goals and lifestyles, while keeping the individual preferences (Eldeleklioglu, 2008). Time management behavior can consolidate diverse strategies to achieve one's goals over time (Häfner & Stock 2010).

Unfortunately, the numbers of students who reporting issues with procrastination is growing. The percentage rate of students' partaken in procrastination might shocking to some degree. It has found that close to 80%-95% of all college students procrastinate (Steel, 2007; Ferrari, 2010). Procrastination seems to make college students postpone and delay their scholarly work, getting to be self-avoidance and ignoring their scholastic responsibilities the whole course of studies. Diverse factors seem to contribute to procrastination among university students, especially, lack of commitment, lack of guidance and encouragement, unseemly time management skills, emotional stress, social issues, overconfidence and illness (Hussaina & Sultan, 2010).

Academic procrastination was defined as leaving scholastic tasks, such as preparing for exams and doing homework to the last minute and to feel discomfort out of this (Çapan, 2010). Academic procrastination includes realizing that one needs to carry out an academic task or undertake an academic activity, within the expected time frame (Ackerman & Gross, 2005).

Academic procrastination may detrimentally affect a student's life due to the large number of examinations, research projects during his or her scholarly career (Klingsieck, 2013). Procrastination may be viewed as a failure of the students' self-regulation therefore, the students with a high level of procrastination should take the advantage of time management strategies to reach their academic goals (Dietz, Hofer & Fries, 2007).

Since time is a restricted asset which should be managed effectively, it has been considered important to assess its effect on the students' achievement (Sevari & Kandy, 2011). The academic achievements are the educational aspiration that is achieved by the students, educator or institution achieves over a persuaded period (Kumari & Arora, 2014).

Generally, Academic achievement refers to how well a student is fulfilling his or her assignments. The most surely well-known indicators of academic achievement are the student's 'score' for their classes and overall tenure. Academic achievement is commonly measured by examinations or continuous assessment (Kadian, 2016). In the relevant literature studies, it has been distinguished that positive that positive time management behaviors accelerate students' GPA, whereas negative time management behaviors diminish academic performance (Indreica et al., 2011).

THEORETICAL FRAMEWORK

Britton and Glynn (1989) built up a theoretical cognitive model of time management, which is planned to boost an individual's scholarly efficiency. The cognitive system which used to maximize the mentality of the of the time manager contain three components. The first component of the time manager titled, The "Goal Manage" which takes as inputting the person's desires and produces as output a list of goals and sub goals with priorities attached. The second components of the time manager titled" The Task Planner" which takes as inputting the output of the "Goal Manager-the prioritized list of goals and sub goals". The Planner works upon those goals and sub goals and creates output, which includes a list of tasks and subtasks with priorities attached.

The third component of the time manager is the "Scheduler", which takes as inputting the output of the "Task-Planner-the list of tasks and subtasks". The Scheduler produces a "To Do List," which is utilized to settle on the choice of what to do next.

SIGNIFICANCE OF THE STUDY

In today's quick paced world, the individual's possibility of utilizing time productively is lessening venture by step. In the higher nursing education settings, freshman nursing students is less prepared for the college workload level than their antecedents. Once they get into college, procrastination seems to make them put off their academic work or deferment in exhibiting their assignments amid the whole course of studies. Thus, freshman students may become disturbed with a low motivation level that influences to great extent their learning and achievement. One driving variable for nursing for students' procrastination behavior is time management, since time is a confined resource which ought to be regulated sufficiently. Time management, is a noteworthy issue among freshman nursing students, which influences how they view and utilize their convenient time. Also, how they conform to their scholastic duties. Thus, this problem needs to be resolved appropriately for the most extraordinary freshman nursing students learning outcomes. Given the noteworthiness of this issue, the results of the present study are hoping to be a step taken to promote time management behaviors through the implementation of a time management' educational intervention for freshman nursing students which may stimulate them ' to dimensioned their procrastination behavior and consequently to improve their scholastic achievement.

AIM OF THE STUDY

The present study was conducted in order to examine the effectiveness of a time management training program intervention on freshman nursing students' procrastination and academic achievement levels

Research Question

Based on the aim of the study, the following research question guided the study

What is the effect of time management' educational intervention on freshman nursing students academic' procrastination and achievement levels?

Research Hypotheses

For the purposes of this study there were three particular hypotheses were recognized based on a review of the literature,

- The first hypothesis proposed that the experimental group those receiving, the time management educational intervention would adopt more time management skills than the control group.
- The second hypothesis proposed that the experimental group those receiving, the time management educational intervention would their procrastination diminished as compared to the control group.
- Finally, the third hypothesis; it was hypothesized that the experimental group those receiving, the time management educational intervention would their academic achievement improved as compared to the control group.

STUDY DESIGN

A quasi-experimental, repeated measures design which incorporate 2 (treatment–control) × 2 (Pretest–Posttest) designs were selected to test participants at 2 Pre-specified time points (initial, and immediately after the educational intervention).

SUBJECTS

The subjects those, partaking in the current study were purposively selected. The participants were restricted to freshmen nursing students those recruited in Level 1 in medical, surgical nursing specialty, faculty of nursing Cairo University who accepting to participate in the study and met the inclusion criteria were incorporated into the study. The aggregate number (No. 60) of freshmen nursing students were divided into two groups, namely, experimental group (n=30) and controls (n = 30) group. The control groups were focal-local control groups. To ensure the participants of both experimental and control group' homogeneity, the inclusion criteria of both two groups were as follows; willing to participate in the study, freshman male and female nursing students, enrolled in level I in (second semester), enlisted in a similar credit hours' system, instructed by a similar teaching staff, graduate from the secondary school education system as pervious certificate and their pervious achievement above (70%), originating from the same place of residence (Cairo), single, newcomers in semesters courses. While, the exclusion criteria of both two groups, comprised of being declined to take part in the study and withdrawal from the educational intervention from both experimental and control groups.

SETTING OF THE STUDY

This study was conducted at Faculty of Nursing – Cairo University

Instruments

The tool used in this study was composed of five instruments as follows:

Demographic Data Sheet

It was developed for gathering data pertaining to demographic characteristics of the recruited students. It contains (10 items) such as age, sex, and marital status, academic status, previous certification in nursing, place of residence during the study... etc.

Time Management Inventory (TMI)

This tool was developed by Britton and Tesser (1991). The instrument comprised of (27) self- reported items, the items of the questionnaire were used for assessing time management behavior which includes three subscales as follows, (1) time planning (16) items, (2) The time planning subscale which represents long-term and short-term (daily or weekly) planning. The nursing students that scored high on this subscale spend their time better than other students, which indicate that they have control over how their time is spent. (3) The time attitudes subscale (7items) defined how an individual managed their time. According to the scores of this sub-scale, it was evident that students that had high scores could manage their time well by adapting their needs to the time available. The time wasters (4 items) sub-scales portrayed how students spend their time in a negative way. The students that scored high on this sub-scale did not waste their time, while those who scored low seemed to spend their time in negative ways. Items were rated on a five point Likert scale with endpoints labeled, (1) never and (5) always. The minimum possible TMI score was (27) and the maximum score were (135)

Procrastination Assessment Scale for Students (PASS)

This tool was developed by Solomon and Rothblum (1984). It is a self-reported scale which includes (18) items measuring the level of procrastination in 6 academic domains: 1) writing a term paper, 2) studying for an exam, 3) keeping up with weekly reading assignments, 4) performing administrative tasks, 5) attending meetings, and 6) performing academic tasks in general. Each of these 6 domains contain (3 items) rated on a 5-point Likert-type scale to indicate the degree to which they procrastinate on a task (1 = never procrastinate, 5 = always procrastinate), to what degree procrastination on the task is a problem (1 = not at all a problem, 5 = always a problem), and to what extent they want to decrease their tendency to procrastinate on this task (1 = do not want to decrease, 5 = definitely want to decrease) It. As for scoring system, the higher score, the more severe procrastination. the scoring system for level of procrastination was as follows, low procrastination=1- to 30 moderate procrastination ranged between 31- to 60 high procrastination level from (61- to 90).

Knowledge Test (Pre / Post-Test):

This tool was developed by the researcher based on related literature to assess the level of knowledge of the nursing students before and after implementing the training program. The instrument consisted of (30) questions, the questions were used for assessing time management knowledge. The questions cover time management barriers (15 questions) and time management strategies (15 questions). Scoring system: Each question evaluated through giving scores of "1"for each correct answer, and zero for each wrong answer. The total test score were obtained from the total correct responses.

Students' Academic Achievement' Auditing Checklist

This tool was developed by the researcher, to audit the cumulative grade point average (GPA) for each student who participated in the present research. This sheet includes total grade that the student had before the educational intervention and after the educational intervention in all courses completed up to the academic two semesters separately. According to the current undergraduate students' bylaws, each grade of grade point average (GPA) scores had a different point ranged between (A+) which had (4 point) with percentage ranged between 95-100% with equivalent degrees (excellent) to (F) which had (Zero point) <50 with equivalent degrees (Fail).

VALIDITY

Content and face validity were set up by a jury of "three" experts those who had practical experience in nursing education. Each expert had checked the tools against the content and face validity sheet which contained two sections: the first section had covered the experts' opinion regarding the degree to which the chosen content of the tools items were relevant to the study variables and whether the tools items had covered the representative sample of the behavior domain to be measured which means all the tools items were covering all areas of the variables under the study in the scientific literature. And the second section had covered the overall opinion about the tools 'clarity, applicability, and comprehensiveness. According to their opinions all recommended modifications were performed by the researcher.

PILOT STUDY

The pilot study was carried out on (no. 6) students, who constitute (10%) from both experimental and control groups. The outcome demonstrated that no adjustments of the inquiries were done, yet the time spent in filling the questionnaire was ranged between 20 to 30 minutes. The pilot study sample was incorporated into the aggregate of the study sample.

RELIABILITY

The reliability coefficients were generally higher for all questionnaires, and suitable for scientific purposes. Cronbach alpha of (0.83) was accounted for the self- report time management questionnaire. Cronbach alpha of (0.90) was accounted for the self- report student procrastination questionnaire. Finally, Cronbach alpha of (0.88) was accounted for the student time management' Knowledge test (Pre / Post-Test).

ETHICAL CONSIDERATION

Before commencing the study, the ethical issues, considerations incorporate clarifying the purpose and nature of the study, stating the possibility to withdraw at any time. Also, the researcher verbally informed subjects that the information they gave (and their choice to partake in the study or not) would, in no way, affect their grade in courses and that data would be utilized only for the purpose of scientific study. Confidentiality was guaranteed by assigning each subject a code number.

DATA COLLECTION PROCEDURE

Data were collected throughout the following phases

Preliminary Phase

The researcher reviewed accessible up-to-date literature which relevant to the study to formulate the data collection tools prior to the implementation of the educational program.

Assessment Phase

This phase, a master list of freshmen nursing students was used to invite participants to the program. At the beginning of the primary session of the educational intervention, the researcher identified herself to the eligible participants who agreed to complete the study from both experimental and control groups. Prior to the distribution of the baseline questionnaires, the researcher clarified the purpose of the study and gave guidelines for finishing the questionnaire package. The questionnaire package was incorporating study participants 'demographic data, self-report time management questionnaire, knowledge test (Pre-Test), self-report procrastination assessment scale for students (PASS). Furthermore, their GPA of the previous semester's exam was taken as a benchmark measure of academic achievement.

Planning Phase

With a specific end goal to diminish freshman nursing students' procrastination and improve freshmen academic achievement, the educational program' curriculum for each session was developed after analysis of the questions missed and the content areas that the questions covered in the pretest. The designed educational intervention program was incorporated the importance of time management, common myths of time management, barrier for managing time, time management strategies. Once the session's titles were built up and goals laid out, various databases and curriculum programs were examined to decide which activities and approaches (content) would best parallel the objectives of each session. Likewise, the educational program calendar was created consequently.

Implementation Phase

The introductory session was devoted to the clarification of the aim of the study, its expected outcomes, a description of the program and its session's. Each session usually started with a summary of what has been taught during the preceding sessions and the objectives of the new one. The experimental group was divided randomly into two medium groups, each group included (15) students. Once a week experiment was set up for time management training, each session for each group was given in the same day. The Field study was executed in 2 months from beginning of august, 2014 till the end of September, 2014. The program designed for this study has been implemented through 16 sessions. These sessions lasted for 32 hours. The teaching methods included group discussion, role play, and brainstorming. The teaching media included power point and white papers. All through every session, students were given a chance to finish the selected activities and discuss the outcomes with the researcher and other group members.

Evaluation Phase

The program evaluation was applied two times for nursing students in both groups (experimental and control), one before the program and the second occurred immediately after completion of the program by using The same tools used as in the pre -program assessment to determine the effect of the program on freshman nursing student procrastination and academic achievement levels. The post test data collection was done for the control group and for experimental immediately after the program. Their GPA of the semester's exam was taken as a measure of academic achievement post

training program intervention.

DATA ANALYSIS

The collected data were arranged, examined and subjected to measurable statistical tests. Descriptive statistics were used to describe the subjects' demographics as well as the study variables. Also, Independent samples t- test and chi-squared were used to compare between two groups under the study.

RESULTS

With respect to, the sample characteristics of both experimental and control groups, the descriptive results reflected that, of the (60) total participants, (30) were assigned to the experimental Group and 30 participants were assigned to the control group. The experimental group' participants' age, their mean age was 20.26 ± 1.33 . Meanwhile, the mean score for control group' ages were (20.80 ± 1.095). Also, the results show that (53.1%) of experimental sample and 57.1% of the control group were females. All the participants in both experimental and control groups (100%) were single, freshmen, had general secondary degree as pervious certificate.

As for comparing the mean scores of students' time management of the experimental and control groups before and the post intervention. Table (1): shows, that the results of the t-tests indicated there was a highly significant difference amongst experimental and control groups in the post intervention ($t=3.62, \text{Sig}=0.001^{**}$) as respect overall self-report time management skills. Where, the experimental group had gotten the highest mean score (Mean= $65.63, \pm 9.79$). In addition, at pre-intervention, the control group reported significantly more than the experimental group regarding overall time management skills ($t=3.10, \text{Sig}=0.003^{**}$). Moreover, the results demonstrated that, there was a statistically insignificant difference between experimental and control group in the post intervention ($t= 1.36, \text{Sig} = 0.17$) regarding time planning.

In relation to time attitude, the results revealed that the experimental and control groups differed significantly in the post intervention ($t=3.35, \text{sig}=0.001^{**}$) where, the experimental group had gotten the highest mean score (Mean= $18.13, \pm 4.09$). The experimental group also differed significantly from the control group at the time wasters dimension in the post intervention ($t= 4.14, \text{Sig} = 0.000^{**}$) where, the adjusted means were (Mean= $8.23, \pm 1.30$) for the experimental group and (Mean= $7.53, \pm 1.43$) for the control group.

Figure (1) displays that there was a highly significant difference among experimental and control groups in relation to student procrastination levels (chi square = 48.28, Sig = 0.000^{**}) where, the highest percentage of the experimental group in the post intervention (73.3%) had a low procrastination level and the rest of the group had high procrastination levels (26.7%). Meanwhile, the control group in the post intervention had the highest level of procrastination (66.7%).

Table (2) shows, that there was a highly significant difference among experimental and control group in the post intervention as regard overall time management 'knowledge in the post intervention ($t=4.133, \text{sig}=0.000^{**}$) Where, the experimental group had gotten the highest mean score (Mean= $12.00, \pm 4.38$). In addition, there is significant improvement in experimental group 'time management 'Knowledge in post-test when compared with pre-test ($t=6.709, \text{Sig}=0.000^{**}$).

With respect to, time management barriers 'knowledge, the results revealed that there was a highly significant difference between experimental and control groups in the post intervention ($t=3.55, \text{Sig}=0.001$) Where, the experimental

group had gotten the highest mean score (Mean=5. 80, \pm 2. 44). Also, there is significant improvement in experimental group in regards to 'time management barriers 'knowledge' in the post-test when compared with pre-test ($t=$, 5.624, Sig=0. 000**).

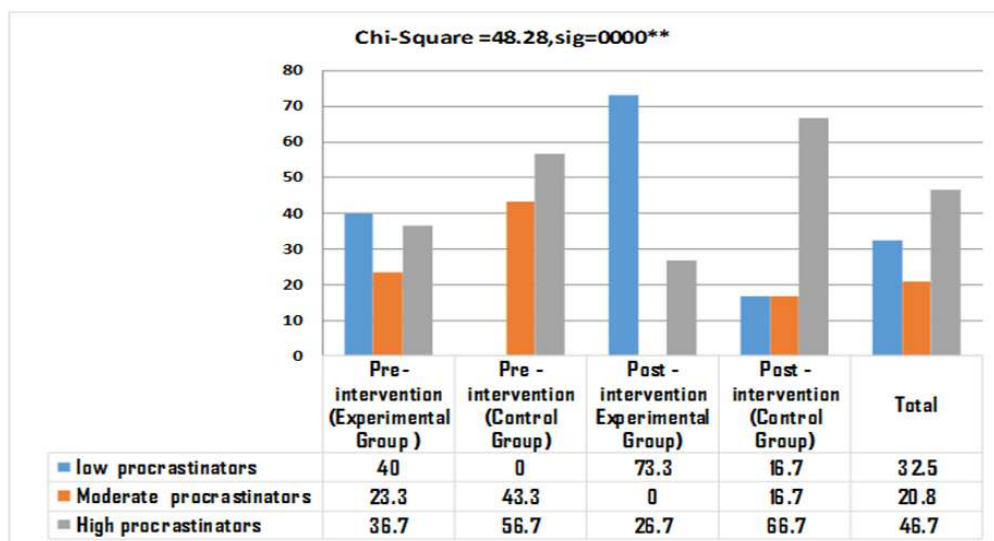
Concerning time management strategies 'knowledge, a highly significant difference between experimental and control group in the post intervention was observed ($t=$ 4.082, Sig=0.000**), where, the experimental group had gotten the most noteworthy mean score (Mean=6.16, \pm 2.36). In addition, there is significant improvement in experimental group regarding 'time management strategies 'knowledge in the post-test when compared with pre-test ($t=$ 5. 958, Sig=0. 000**).

As regards nursing students' academic achievement, figure (2) demonstrated that there was a highly statistically significant difference between experimental and control groups in relation to academic achievement levels (chi square = 141.13, Sig =0. 000**). Where, the educational intervention was effective in the experimental group, when compared with pre- intervention where, (23.3%) of the experimental group had gotten (A-) and (40%) of them had gotten (B+) in the post-intervention. While, (5.8%) of the control group had gotten A- and (12.5%) of them had gotten (B+) in post intervention.

Table 1: Comparison between Experimental and Control Groups Self-Report Means Scores in Relation to Nursing Students Time Management before and Post the Educational Intervention

| Time Management Dimensions | Intervention | Time Management | | | | Experimental vs Control Groups | |
|----------------------------|---|-------------------------------|------------------------------|-----------------------------|------------------------------|--------------------------------|----------------|
| | | Experimental Group (N=30) | | Control Group (N=30) | | t | Sig |
| | | Mean | \pm S | Mean | \pm SD | | |
| Time Planning | Pre-Intervention | 31.93 | \pm 3.51 | 32.73 | \pm 4.80 | 0.73 | 0.46 |
| | Post- Intervention | 37.26 | \pm 6.43 | 35.30 | \pm 4.54 | 1.36 | 0.17 |
| | t-Test for Equality of Pre & Post Means sores | t= 3.98, Sig=0. 000** | | t=2. 126, Sig=0. 038 | | | |
| Time Attitudes | Pre-Intervention | 14.00 | \pm 1.50 | 14.70 | \pm 3.20 | 1.08 | 0.284 |
| | Post- Intervention | 18.13 | \pm 4.09 | 15.23 | \pm 2.37 | 3.35 | 0.001** |
| | t-Test for Equality of Pre & Post Means scores | t=5. 18, Sig=0. 000** | | t=0. 732, Sig=0. 467 | | | |
| Time Wasters | Pre-Intervention | 10.23 | \pm 3.26 | 13.3 | \pm 4.759 | 5.32 | 0.000** |
| | Post- Intervention | 8.23 | \pm 1.30 | 7.53 | \pm 1.43 | 4.14 | 0.000** |
| | t-Test for Equality of Pre & Post Means scores | t=3. 11, Sig=0. 003** | | t=6. 06, Sig=0. 000** | | | |
| Total Dimensions | Pre-Intervention | 54.16 | \pm 4.85 | 60.46 | \pm 9.99 | 3.10 | 0.003** |
| | Post- Intervention | 65.63 | \pm9.79 | 58.06 | \pm5.90 | 3.62 | 0.001** |
| | t-Test for Equality of Pre & Post Means scores | t=5. 747, Sig=0. 000** | | t=1. 132, Sig=0. 262 | | | |

(**) *Highly Statistically Significant At P<0.01*



(**) Highly Statistically Significant At $P < 0.01$

Figure 1: Comparison Between Experimental and Control Groups Self-Report in Relation to Nursing Students Procrastination Levels before and Post the Educational Intervention

Table 2: Comparison among Experimental and Control Groups Mean Scores in Relation to Freshman Nursing Students' Time Management 'Knowledge before and Post the Educational Intervention

| Dimensions | Intervention | Freshman Nursing Students' Knowledge | | | | Experimental VS Control Groups | |
|--------------------------------------|---|--------------------------------------|--------|----------------------|-------|--------------------------------|---------|
| | | Experimental Group (n=30) | | Control Group (n=30) | | t | Sig |
| | | Mean | ±SD | Mean | ±SD | | |
| Time Management Barriers Dimension | Pre-Intervention | 2.40 | ±2.23 | 2.03 | ±1.58 | 0.732 | 0.467 |
| | Post-Intervention | 5.80 | ± 2.44 | 3.50 | ±2.56 | 3.554 | 0.001** |
| | t-test for Equality of Pre & Post Means | t=,5.624 sig=0.000** | | t=2.660, sig=0.01 | | | |
| Time Management Strategies Dimension | Pre-Intervention | 2.83 | ±1.94 | 3.00 | ±2.24 | -0.307 | 0.760 |
| | Post-Intervention | 6.16 | ±2.36 | 3.63 | ±2.44 | 4.082 | 0.000** |
| | t-test for Equality of Pre & Post Means | t=5.958, Sig=0.000** | | t=1.046, Sig=0.300 | | | |
| Total Knowledge Questions | Pre | 5.43 | ±3.08 | 4.93 | ±3.26 | .610 | 0.544 |
| | Post | 12.00 | ±4.38 | 7.10 | ±4.78 | 4.133 | 0.000** |
| | t-test for Equality of Pre & Post Means | t=6.709 Sig=0.000** | | t=2.047- Sig=0.045 | | | |

(**) Highly Statistically Significant At $P < 0.01$

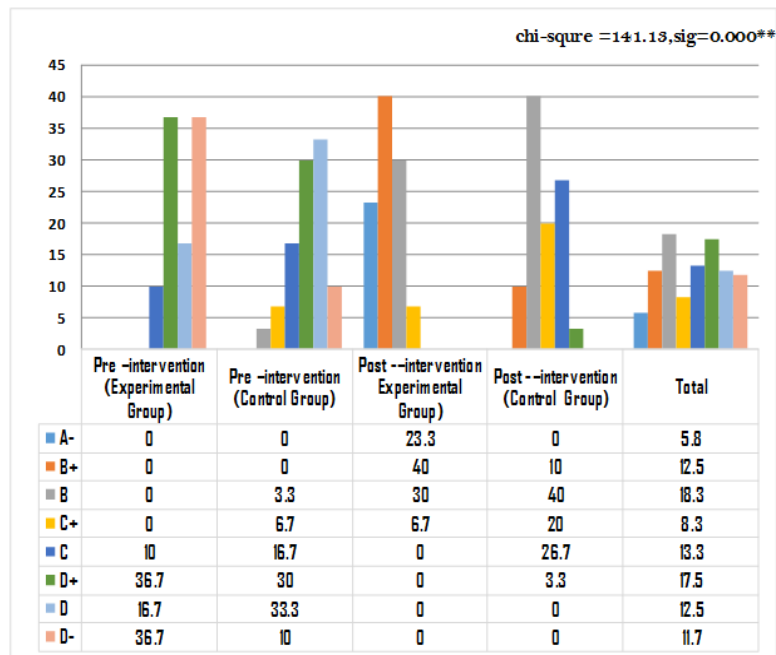


Figure 2: Comparison between Experimental and Control Groups Percentage Scores Regarding Nursing Students Academic Achievement Levels by the (GPA)

DISCUSSIONS

Time Management is not doing the wrong things quicker; it is about doing the right things, at the right time (Balamurugan, 2013). Doubtlessly, a good time management practices can help students to plan their scholastic work and run their day by day life routine easily (Hamdan, et. al, 2014). Likewise, time management, influences how the university students' view and use the time available to them and how they adjust to their academic responsibilities (Bonhomme, 2007). In the process models of time management, it is assumed that the utilization of time management methodologies prompts to the more perceived control of time, which positively influences performance (Häfner, Stock, Pinneker & Ströhle, 2014). Klingsieck (2013) describes academic procrastination as postponing an academic task that is to be done voluntarily or necessary and/or which is personally important; although a person is aware of possible positive short-term consequences will be overwhelmed by long-term negative ones. Thus, the study sought to examine if the educational intervention made a statistically significant difference in freshman nursing students academic' procrastination and achievement levels of participants by comparing their scores prior to and after the training.

As regards the first hypothesis proposed that the experimental group those receiving, the time management educational intervention would adopt more time management skills than the control group. The hypothesis was proved by the study results where the definitive finding demonstrated that there was an overall, highly significant difference between experimental and control groups in the post intervention as regard overall self-reported 'time management skills. Where, the experimental group had gotten the highest mean score. In opposition to the present study results of Burrus, et, al (2013) who found that, there was no difference between the treatment and control groups in improvement in self-reported time management skills as a result of the intervention.

Also, Khan, Khan, Ahmad, & Naseer-ud-Din, (2015) found that those had gotten the training program were slightly less conscious about time management practices than those who did not get training. The same author added that it is noteworthy that all time management skills and strategies are learnable. It ought to be noticed that if one knows how to use one's time effectively and efficiently, many problems may be resolved effectively. However, the findings of the current study do not support the previous research of Macan (1996) who found that participants did not report that they engaged in time management behaviors after the training program more frequently compared to a control group.

Meanwhile, these findings of the current study are consistent with those of Häfner, Oberst, & Stock, (2014) who concluded that a time management training intervention had improved the planning behavior and prevented the procrastination behavior. Furthermore, the earliest findings of Van Eerde, (2003) indicated that participants did engage in time management behavior more frequently after a time management training program. In addition, these findings also validate previous research by Orpen (1994) who conducted a field experiment and used a self-developed time management scale. In this study, the participants of the training group rated their time management skills higher than the control group did.

It is recognized in the literature that time management refers to planning the time available in accordance with personal goals and lifestyles, while keeping individual preferences, likes, and dislikes in mind (Eldeleklioglu, 2008). Planning is very important in managing and learning to manage time to get the work done at the level of quality that one desires is an essential skill to learn to be productive and satisfying while allowing time (Balamurugan, 2013).

In the present study, it was exhibited that, there was a statistically insignificant difference between experimental and control groups in the post intervention regarding self-reported time planning. There are several possible explanations for this result, it might be related to being hindered by unexpected, unplanned tasks and had to deal with these interruptions. And it is possible that one consequence of the time management intervention was to more accurately calibrate students' perceptions of their time planning skill levels.

It has been documented in the literature that inadequate time planning reduces the scope of academic achievement, causes insufficient time allocation for other personal and social activities, decreases individual satisfaction, increases stress levels, and leads to an inability to acquire positive personality traits, such as decision making, leadership, and critical thinking (Demirtas, & Özer, 2007). By prioritizing activities, one can use time appropriately. Planning includes the two most important steps involved in the organization of human life: how to arrive from the present point to the target point and how to achieve a goal within the shortest time. (Eldeleklioglu, 2008).

Time attitudes comprise the perception that the individual is in control of time the perception that the person is efficiently managing his time and the perception that the individual is making the constructive utilization of time (Karim et al., 2015). As compared to the control group, the experimental group was differed significantly in relation to the time attitude subscale in the post intervention where, the experimental group had received the highest mean score which indicated that they had a positive attitude toward time management. This result was consistent with Tanriogen & Iscan (2009) study, which concluded that the study participants' positive attitude to time management was impressive, and having a positive attitude on time management can help them promote their time management skills. Meanwhile, this finding is inconsistent with Mercanlioglu, (2010); Sevari & Kandy, (2011) who found the mean value of the students' response on the time attitudes was (2.26), which signifying a low level of positive students' regarding time management.

As compared to the control group, the experimental group was differed significantly in relation to the self-reported time wasters' subscale in the post intervention where, the experimental group had received the highest mean score. These results might be clarified by the fact that students have to do many things in their homes because, all of them live with their families. However, the students that lived at home had to deal with their families issues.

Moreover, a highly significant difference was found between experimental and control groups in the post intervention as regard overall time management 'knowledge in the post intervention where, the experimental group had gotten the highest mean score following an intensive 16 hour educational intervention. Also, there is significant improvement in experimental group 'time management 'Knowledge in post-test when compared with pre-test. It has been documented in the literature that time management interventions include training in skills such as goal-setting, scheduling, prioritizing tasks, self-monitoring, problem-solving techniques, delegating, and negotiating, as well as conflict resolution (Morisano, Hirsh, Peterson, Pihl, & Shore, 2010). Those focused specifically on time management are often centered on setting goals and priorities, the mechanics of time management (e.g., making to-do lists), and/or one's preference for organization (Claessens et al., 2007).

In relation to, time management barriers, knowledge, the results demonstrated that, there was a highly significant difference between the experimental and control groups in the post the intervention, where, the experimental group had gotten the highest mean score. In addition, there is significant improvement in experimental group regarding 'time management barriers 'knowledge" in post-test when compared with pre-test. As mentioned in the literature review time management is focused on solving problems. it is important for each one to recognize and understand the distracters that inhibit the individual ability to complete tasks and to meet the objectives and goals examples of common time barriers problems are; includes procrastination, in adequate planning, failure to set goals and priorities, personal disorganization, inability to say no, lack of self-discipline, shifting priorities without sound rationale, leaving task unfinished, not setting time limits, not listening attempting too much at once, being unable to deal with distractions, deadline pressure, and, ambiguity of personal goals, excessive social relations, indetermination, perfectionism and messy task (Jacob & Cherry, 2008).

Likewise, Aduke, (2015) found that procrastination, prioritization and planning were strong indices of time management barriers that affected the students' academic performance and the same author added that It was strongly recommended that students should strive hard to complete their assignments as well as other academic activities on time so as to avoid not meeting deadlines. Also, students have to be conscious of time in performing their academic activities so that the level of their academic performance can be high.

In relation to, time management strategies knowledge, a highly significant difference between experimental and control group in post the intervention was observed, where, the experimental group had gotten the highest mean score. In addition, there was significant improvement in the experimental group regarding 'time management strategies' Knowledge in post-test when compared with pre-test. As mentioned in the literature on time management by Chase et al., (2013) the strategies which can increase time management skills may include setting attainable goals, prioritizing tasks, involving a team, maximizing planning, problem-solving difficulties, and skillful handling of possible interruptions. In contrast to earlier finding of Burrus, et, al (2013) who demonstrated that treatments group reported significantly greater improvement than the control group for time management strategies' knowledge.

Also, it is recognized in the literature that partly because of the popularity of the time management concept, time management techniques are commonly assumed to be highly effective. One would expect to find evidence of a positive relation between the adoption of time management techniques and diminished procrastination level. Undergraduates know that procrastination yields bad project or work outcomes, but this behavior may still occur when students are faced with academic pressure (Klassen, Krawchuk, & Rajani, 2008).

The second hypothesis proposed that the experimental group those receiving, the time management educational intervention would their procrastination diminished as compared to the control group. In this specific context, the hypothesis was proved by the study results where, the present study found that there was a highly significant difference between the experimental and control groups in relation to students self-report procrastination levels, where, the most of the experimental group in post intervention had low procrastination level. Meanwhile, the control group in post intervention had the highest level of procrastination. The findings of the current study are steady with those of Häfner, Oberst & Stock (2014) who found that the participant of the treatment group, instead, allocated their work time more equally and did not indicate procrastination. Along these lines, the investigated time management intervention keeps from a serious time management issues. In addition, time management had led to a more proportional flow of work time before the due date. Generally speaking, participant of the time management training group did not invest more time for their personal task, but rather assigned time all the more similarly.

Finally, the third hypothesis; it was hypothesized that the experimental group those receiving, the time management educational intervention would their academic achievement improved as compared to the control group. The hypothesis was proved by the study results where, the results demonstrated that the intervention was effective in the experimental group when compared with pre- intervention where, high percentage of experimental group had gotten (A-) and forty percent of them had gotten (B+) in post-intervention. As mentioned in the literature review, the costs of academic procrastination are evident: negative procrastinators reported lower Grade Point Average (GPAs), expected and received a lower class grade, spent more an hours procrastinating each day, took more time to start essential assignments, and communicated less confidence that they were capable of regulation their own learning (Klassen, et al., 2008). Indeed, a positive correlation has been found among the results related to time management and academic achievement (Bas,ak et al., 2008).

Also, Al Khatib (2014) found that time management skill level explained 26 percent of total variance in the grade point average. Likewise, Pehlivan (2013) reported a positive significant relation between students' Grades Point Averages (GPAs) and the time attitudes and long-range planning sub-dimensions of time management questionnaire. Besides, the results of the present study do not support the earlier previous investigation that showed there were significant effects of time management and previous academic result on academic achievement. Despite, whether students have excellent, average or poor academic result during the past scholarly outcome, it can't anticipate or has no impact on their grade point average when they are at the college. As it were, paying little respect to time management practice that was, it is not a noteworthy factor that can predict or influence academic achievement of students (Kuncel, et al.2004).

CONCLUSIONS

It was deduced that the time management educational intervention was effective in accomplishing significant improvement in the experimental group' self-reported 'time management skills, their overall time management

'knowledge, behavior of the procrastinators was diminished and their academic achievement was improved as compared to the control group. Hence, the utilization of such educational interventions, planning and implementation could possibly bring about upgrades in academic achievement, particularly among students that can't deal with their time effectively.

RECOMMENDATIONS

- Since the findings were based on the self-report measures, future studies in this area might need to be replicated by utilizing other strategies for data collection gathering
- Also, Conduct a longitudinal study of the effects of the intervention is required to accomplish better results.
- Additionally, it is recommended that the combination of time management interventions in the course- related instructional exercises to help freshman nursing students to develop the study plans, set a weekly learning goals and its specific objectives, especially for those who suffer from time management issues.
- With respect to the application of time management training programs, it is important to concentrate on the input, process beside the outcomes of time management educational intervention.
- In light of the study finding, the future studies that will utilize the control and experimental groups, should use a large and diverse sample size.
- Finally, this study conveys the need for the scholarly counselors those who are capable to find out and treat the academic procrastination as behavioral issue among the students.

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