

A Cross-Sectional Study to Assess the Perception of Time Management Skills among Nurses at Secondary Level Hospital in Bangladesh.

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ABSTRACT

Background: Time management is a critical skill for nurses, affecting patient care quality and job satisfaction. In Bangladesh, nurses at secondary-level hospitals often face challenges in managing their time efficiently due to heavy workloads and limited resources.

Objective: The study aimed to assess the perception of time management skills among nurses working in a secondary-level hospital in Bangladesh.

Methods: A descriptive cross-sectional study was conducted from January to June 2024 at the 250-Bedded General Hospital in Noakhali, Bangladesh. A total of 102 registered nurses were conveniently selected. Data were collected using a structured questionnaire, including socio-demographic factors and a Time Management Skill Evaluation Questionnaire (TMSEQ).

Results: Most nurses (83.3%) reported being able to prioritize tasks effectively, yet many experienced stresses related to workload, with 74.5% sometimes feeling overwhelmed. Delegation was underutilized, with only 30.4% feeling comfortable delegating tasks. Punctuality was a significant issue, as 86.3% frequently or always reported being late. Overall, 67.6% of respondents rated their time management skills as "Good." Socio-demographic factors such as the number of children, income, spouse's employment status, education level, and work experience were significantly associated with time management skills. However, differences in perceptions across various departments were not statistically significant.

Conclusion: The study indicates that while nurses possess adequate prioritization skills, challenges persist in workload management, delegation, and punctuality.

Keywords: Time management, Nurses, Hospital, Bangladesh, Workload management, Delegation, Punctuality.

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I. Introduction

Effective time management is crucial for nurses, especially in tertiary hospitals where the complexity and volume of patient care can be overwhelming. In Bangladesh, tertiary hospitals handle severe and complex cases, making efficient time use essential. Time management involves planning and organizing tasks to improve productivity and effectiveness (1,2). Planning, prioritizing, assigning tasks, organizing strategies, and reducing time wastage are the abilities that nurses must possess in order to manage their time effectively (3,4). Nurses face many challenges to managing time, such as unexpected visitors, calls, or cries; attending pointless meetings; a variety of activities; failing to assign basic tasks; and the absence of a daily or weekly schedule (5). Results from medical-surgical units show that nurses spend a significant amount of their time on documentation, medication administration, and care coordination, and a relatively smaller amount of time on patient care activities (2). In a randomized clinical trial by (6) demonstrated that time management education significantly improved critical care nurses' abilities to prioritize and make decisions. Similarly, another study found that implementing a time management program significantly reduced work stress for head nurses compared to a control group (7).

Justification of the Study

Time management is a critical skill in the nursing profession, directly influencing the quality of patient care, the efficiency of healthcare delivery, and the well-being of nurses themselves. Effective time management enables nurses to prioritize tasks, allocate appropriate time to patient care, reduce stress levels, and enhance job satisfaction.

II. Methodology

A total of 102 nurses were selected via non probability convenient sampling technique. A quantitative research approach used to gather and analyze data. The nurses who were available on duty time, willing to participate they were included. In Descriptive Statistics frequency and percentage were used to describe demographic variables. Frequency, percentage, means (M), and standard deviations (SD) were used to describe nurses' time management skills. In Inferential Statistics ANOVA was used to assess differences in perceptions of time management skills among nurses working in different departments. ANOVA and *t*-tests were used to examine associations between nurses' time management skills and their demographic variables.

III. Results

The figure 1 shows the distribution of respondents based on their level of professional education. The majority of nurses (61.76%) have obtained a diploma in nursing, while 31.37% hold a graduate degree in nursing. Only 6.86% of the respondents have attained a post-graduate qualification in nursing.

Figure 1. Distribution of the respondents by Level of Professional Education (n = 102)

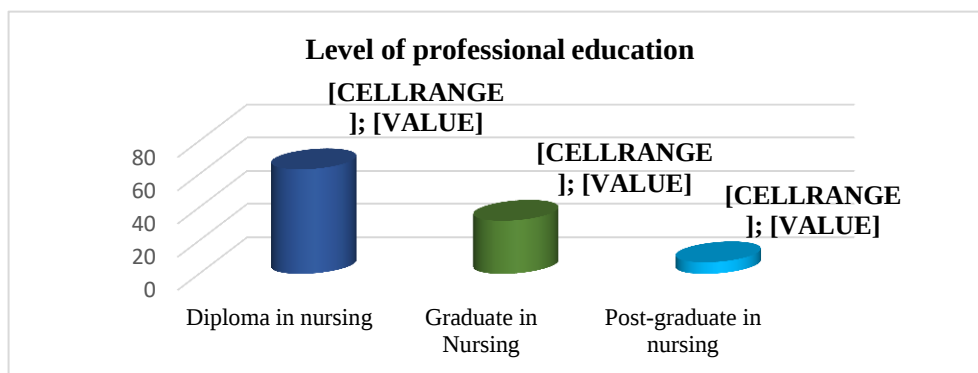


Table 2 provides a detailed view of how nurses perceive their time management skills across various aspects such as prioritization, workload, delegation, scheduling, and techniques and technology.

Table 2. Distribution of Nurses Perception Regarding Time Management (n = 102).

Statement	Category	Frequency	Percent
Priorities			
1. I believe that I know to priorities the task based on their importance while providing patient care	Never	1	1.0
	Infrequently	2	2.0
	Sometimes	9	8.8
	Frequently	5	4.9
	Always	85	83.3
2. I perceive that I allocate more time to routine tasks compared to unusual ones.	Never	1	1.0
	Infrequently	1	1.0
	Sometimes	11	10.8
	Frequently	9	8.8
	Always	80	78.4
3. I believe that I know how much time is needed for performing each clinical task	Never	2	2.0
	Infrequently	3	2.9
	Sometimes	2	2.0
	Frequently	9	8.8
	Always	86	84.3
4. I always do the main tasks and responsibilities	Never	2	2.0
	Infrequently	1	1.0
	Sometimes	18	17.6
	Frequently	7	6.9

Statement	Category	Frequency	Percent
	Always	74	72.5
Workload			
5. I feel stress or anxiety while performing clinical duties on time	Never	11	10.8
	Infrequently	6	5.9
	Sometimes	76	74.5
	Frequently	6	5.9
	Always	3	2.9
6. I feel that I have more task than I can do	Never	10	9.8
	Infrequently	7	6.9
	Sometimes	46	45.1
	Frequently	6	5.9
	Always	33	32.4
7. I would like to take an additional task when I am already busy	Never	14	13.7
	Infrequently	14	13.7
	Sometimes	55	53.9
	Frequently	6	5.9
	Always	13	12.7
8. I can sacrifice my social activities for my job	Never	15	14.7
	Infrequently	9	8.8
	Sometimes	16	15.7
	Frequently	3	2.9
	Always	59	57.8
Delegation			
9. I perform task myself rather than delegating	Never	2	2.0
	Infrequently	5	4.9
	Sometimes	13	12.7
	Frequently	7	6.9
	Always	75	73.5
10. I consider task delegation to be an important part of my job	Never	1	1.0
	Infrequently	2	2.0
	Sometimes	9	8.8
	Frequently	17	16.7
	Always	73	71.6
11. I believe that delegating tasks effectively helps me to manage my time more efficiently	Never	1	1.0
	Infrequently	3	2.9
	Sometimes	17	16.7
	Frequently	13	12.7
	Always	68	66.7
12. I feel comfortable in delegating tasks to other members of health care team	Never	15	14.7
	Infrequently	8	7.8
	Sometimes	25	24.5
	Frequently	23	22.5
	Always	31	30.4
Scheduling			
13. I am aware of having time to do extra duties	Never	3	2.9
	Infrequently	0	0.0
	Sometimes	10	9.8
	Frequently	13	12.7
	Always	76	74.5
14. I feel that I am unable to finish my clinical routines within my duty hours	Never	24	23.5
	Infrequently	12	11.8
	Sometimes	26	25.5
	Frequently	12	11.8
	Always	28	27.5
15. I am always late for my duty	Never	2	2.0

Statement	Category	Frequency	Percent
	Infrequently	0	0.0
	Sometimes	4	3.9
	Frequently	8	7.8
	Always	88	86.3
16. I am not planning my task	Never	7	6.9
	Infrequently	1	1.0
	Sometimes	4	3.9
	Frequently	11	10.8
	Always	79	77.5
Techniques		10	9.8
17. I think I permit my telephone conversations to stop my work	Never	4	3.9
	Infrequently	2	2.0
	Sometimes	11	10.8
	Frequently	75	73.5
	Always	14	13.7
18. think that the meeting is waste of time	Never	1	1.0
	Infrequently	2	2.0
	Sometimes	10	9.8
	Frequently	75	73.5
	Always	2	2.0
19. I complete documentation as soon as possible after the activity is complete	Never	3	2.9
	Infrequently	1	1.0
	Sometimes	7	6.9
	Frequently	16	15.7
	Always	75	73.5
20. I utilize appropriate technology to facilities communication and document related patient care.	Never	1	1.0
	Infrequently	9	8.8
	Sometimes	15	14.7
	Frequently	23	22.5
	Always	54	52.9

Table 3 provides an overview of the respondents' self-assessed time management skills. Out of 102 participants, the majority (67.6%) rated their time management skills as "Good."

Table 3. Perceived Time Management Skills among Respondents' (n = 102)

Time Management Skill	Frequency	Percent
Poor (<60%)	1	1.0
Moderate (60 – 80%)	32	31.4
Good (80 – 100%)	69	67.6

Table 4 presents the differences in time management perceptions among nurses working in various departments. F-value of 0.804 and a corresponding P-value of 0.525, indicating that the differences in time management perceptions among these departments are not statistically significant.

Table 4. Differences in Time Management Perceptions in Various Departments (n = 102)

Working Unit	Mean	SD	F	P
Medicine Ward	82.35	8.118	.804	.525
Surgery Ward	84.00	8.708		
Paediatric Ward	80.00	11.960		
Orthopaedic Ward	82.85	10.311		
Gynaecology Ward	86.00	6.118		

Table 5 shows Age, gender, religion, and marital status did not demonstrate a significant relationship with time management skills. The number of children was significantly related to time management skills, with those

having more than two children demonstrating better time management ($p = .015$). Monthly income was also significantly related, as those earning over 60,000 Tk had better time management skills ($p = .005$). Additionally, spouses' employment status was a significant factor, with those whose spouses were employed scoring higher on time management ($p < .001$). Regarding professional education, there was a significant relationship, with post-graduate nurses showing better time management skills compared to those with a diploma or graduate education ($p = .007$). Work experience in the current position was also significant, with those having 2-3 years of experience scoring better than those with 1-2 years ($p = .018$).

Table 5. Relationship between Socio-Demographic Characteristics and Time Management Skills (n = 102)

Variables	Mean $\pm$ SD	t/F (P)
1. Age		
<30 years	79.54 $\pm$ 11.487	2.386 (.097)
31 – 40 years	83.46 $\pm$ 7.922	
> 40 years	84.94 $\pm$ 8.569	
2. Gender		
Male	80.05 $\pm$ 11.251	-1.191 (.245)
Female	83.26 $\pm$ 8.664	
3. Religion		
Muslim	81.88 $\pm$ 9.394	-1.398 (.165)
Hindu	84.81 $\pm$ 8.640	
4. Marital status		
Single	76.71 $\pm$ 14.338	-1.770 (.080)
Married	83.06 $\pm$ 8.724	
5. Type of family		
Nuclear family	80.62 $\pm$ 9.785	2.694 (.073)
Joint family	84.23 $\pm$ 8.575	
Single Parent family	87.60 $\pm$ 5.683	
6. Number of children		
Two or less	81.74 9.661	-2.540 (.015)
More than two	86.25 6.340	
7. Monthly income		
< 40000 Tk	80.93 $\pm$ 10.645	5.709 (.005)
40,001– 60,000 Tk	82.27 $\pm$ 7.897	
> 60,000 Tk	91.40 $\pm$ 3.406	
8. Spouses' employment status		
Employed	85.24 $\pm$ 7.155	3.997 (<.001)
Unemployed	76.91 $\pm$ 10.762	
9. Level of professional education		
Diploma in nursing	81.03 $\pm$ 9.615	5.255 (.007)
Graduate in Nursing	83.69 $\pm$ 8.146	
Post-graduate in nursing	92.14 $\pm$ 2.268	
10. Current position		
Senior staff nurse	82.55 $\pm$ 9.626	.548 (.580)
Nurse in-charge	84.47 $\pm$ 8.114	
Nursing supervisor	80.64 $\pm$ 8.274	
11. Work experience as current position		
1 – 2 Years	78.00 $\pm$ 10.599	4.170 (.018)
2 – 3 Years	84.07 $\pm$ 9.634	
>3 Years	84.04 $\pm$ 7.582	
12. Attended time management course		
Yes	80.84 $\pm$ 10.747	-1.511 (.134)
No	83.69 $\pm$ 8.149	

Note. $p < 0.05$ is statistically significant; SD = Standard Deviation

IV. Discussion

In this study, various socio-demographic variables and their associations with time management skills among nurses were explored. Age, gender were not found to significantly affect time management perceptions, aligning with (4). However, Nurses with more than two children tended to manage their time more effectively

this finding aligns with (8). The nurses with employed spouses reported better time management, possibly due to shared family responsibilities. This stands in contrast to (9). However, our nurses' self-perception of time management efficiency is higher than that reported by (10) where only 49.3% rated their time management as moderately efficient.

V. Conclusion

The study shows that nurses at a secondary-level hospital in Bangladesh generally believe they have good time management skills, but they still face some key challenges. While most nurses are good at prioritizing tasks, many struggle with managing their workload and often feel stressed. To improve time management, efforts should focus on teaching better delegation, reducing workload stress, and improving planning skills, which can lead to better job performance and patient care.

Recommendations

- Conduct workshops focusing on effective delegation strategies.
- Develop workshops covering techniques such as prioritization, scheduling, and strategies to overcome procrastination.
- Establish a team of senior nurses or managers to act as mentors, offering guidance on time management techniques and providing support during busy periods

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