

**EFFECTS OF TIME MANAGEMENT STUDY HABITS ON FIRST YEAR NURSING  
STUDENT PERFORMANCE IN SOCIOLOGY IN AKWA IBOM STATE SCHOOLS OF  
NURSING**

By

**EKPENYONG, Agnes U.  
Department of Nursing Science  
University of Uyo,**

**DR (MRS) Ngozi P. OGBONNAYA  
Department of Nursing Science  
University of Nigeria, Nsukka,**

**ABAKADA Ubong E.  
Department of Education  
University of Uyo**

**AND**

**ABAKADA Emem E.  
Department of Education  
University of Uyo**

**ABSTRACT**

*Study habits are individual's private learning tendencies which could results in high or low academic performance. This study investigated the effect of time management study habits on academic performance of first year nursing students in Sociology in nursing in schools of nursing, Akwa Ibom State. Two objectives were set for this study to: (i) determine the difference in the pretest – posttest academic performance in sociology of nursing students taught time management strategy with power point and those taught with expository strategy (ii) examine the difference in the pretest and posttest academic performance of urban and rural nursing students taught time management strategy with power point. The study adopted a quasi-experimental design using pretest & posttest non-randomized group design. Simple random sampling technique of balloting was used to select the students, numbering 220 first year nursing students, (118) from Immanuel General School of Nursing Eket and (102) from Central School Nursing Ikot Ekpene. The instrument used for this study was Performance Test on Sociology named Sociology Performance Test (SPT). The reliability was ascertained by using Pearson Product Moment Correlation, same yielded reliability coefficient of 0.83 making the instrument dependable. Analysis of mean, standard deviation and co-variance of data collected served as parameters for testing the hypotheses. The results exposed the pretest and posttest means of student taught time management using power point 22.64 and 62.63 with their respective standard deviation of 14.31 and 13.06. The result further presented the pretest and posttest means of student taught with expository strategy of 22.37 and 38.74 and their standard deviation of 7.68 and 10.50 respectively with mean difference of 23.62 between the two groups. The Study concluded that time management habits is required for high performance of nursing student in sociology. Time management study habit is recommended for learning in school of nursing to enhance excellent academic achievement.*

**Keywords: Time management, Study habits, Sociology, Academic performance, School location**

## **INTRODUCTION**

Nurses are strategically located as significant players in the health-care delivery system. They deliver vital services towards attainment of good health and mental wellbeing of the Patients. They are trained for expertise in handling various health care systems. Student nurses from diverse cultural, environmental and home backgrounds undergo training programme in the school of nursing to qualify them carry out their enormous tasks in handling patient of various types in hospitals, clinics and any health institutions. Sociological transitory characteristics acquired by nurses over time have either positive or negative influence on their mode, love and attitude while delivering their services.

In the schools of Nursing, numerous instructional strategies are used to convey and impact the skills, knowledge, attitudes and readiness in accomplishing nursing responsibilities in the hospitals. Students nurses usually devise various study habits to be able to pass qualifying examinations to facilitate their graduation and specialization in Nursing.

Study habits refers to the behaviors and routines that students adopt when studying such as time management, note – taking method and concentration strategies and these habits greatly influence academic performance. It is the students private study outside class and is important in learning opportunities in colleges and in schools of nursing. Ebele, (2017) describes study habit as adopted way and manner a student plans his private reading, after classroom learning so as to attain mastery of the subjects. According to her, good study habits are good assets to learners because habits assists student to attain mastery in area of specialization and consequent excellent performance while bad study habits constitute constraint to learning and achievement leading to failure.

Study habit may include a wide variety of behavior, from the length of time a student studies to the strategies that they use while studying, and to the environment in which they study. The study habits considered for this study is “Time Management”.

Time management study habit is one of the most important study habits that students should not do without, it is a good study habit that when used properly can lead to high academic performance and good grade in examination. It is the process of organizing and planning how to divide time between different activities, it involves working smarter to get things done in less time. It involves scheduling of study time, when to go through sociology in nursing course content and planning ahead, how much time to study every day, when to write assignment and review studies. Time management may be seen as the coordination of tasks and activities to maximize the effectiveness of an individual efforts (Juneo & Cotton, 2019). Studying sessions and reviewing of materials are important predictors of academic performance and global research has revealed that these study habits affect academic performance, (Kyautu, 2017).

Time management is about managing your goals. To get the right things done, it is important to line up your daily actions and long term goals. The first step is setting the right long term goal and then making sure your objectives and daily actions supports those goals. A goal is a purpose towards which you direct your endeavors. There is an art to setting goals. The goals must be effective, specific and measurable and should be motivating. If a goal is too vague, it will not be able to monitor the progress toward that goal or even know whether or not it will be achieved. An effective goal is also ambitious but not impossible to achieve. Assigning a reasonable amount of time to complete a goal is essential. To successfully achieve set goals, break them down into

objectives and tasks.

Time management strategies involves planning your Day- adequate planning must be given to tasks. Prioritizing of time- i.e. allocate time base on the course of their study. Students should outline things to accomplish each day and to prioritize them in order of importance. This helps them to have a clear deal of idea of how to spend time. According to Nolan (2018), delegate time to each course, students should not over load themselves with a particular course. Learn to take a break- Reading for a longer period without break is not an effective use of time i.e. avoiding unnecessary distraction. Manage or reduce interruption in form of phone calls, visitors etc. Do not procrastinate- Procrastination is usually a deeply rooted habit but we change it as other habits. Read at the right place and at the right time. Keep records of all reading activities read, to be revisited at the end of each reading. This is to avoid forgetfulness and ensures that no time is wasted at the right time. Students who is never organized or coordinated, has a lot in her head and finds it difficult to develop and use effective study habits to study resulting in poor academic performance even in sociology in nursing (Nolan, 2018).

Factors that can affect time management includes unskilled study methods, emergencies that can alter the study time such as fire outbreak, collapse of a building, flood disaster, acute illness or death of a student or unexpected invasion of the organization by angry mob.

Time management is a good study habit which helps the students in critical reflection in skills outcome such as selecting, analyzing, critiquing and synthesizing, Kelli (2019) posits that for students to succeed in their studies, they must be able to approximately assimilate course content, digest it, reflect on it and be able to articulate the information in written and/or oral form. Good time management is essential for educational success and contributes to a successful academic performance. Time management as a good study habit boosts the student's ability to be self-disciplined, self-directed and ultimately successful in their school programs. The sooner a student starts practicing and developing good study habit the better success in their academic performance.

Time management can be as behaviors that aimed at achieving an effective use of time while performing certain goal-directed activities. Time management is the co-ordination of tasks and activities to maximise the effectiveness of an individual's efforts and the purpose of time management is to enable people to get more and better work done in less time.

Organised Study Materials: Bringing all necessary and needed materials, notes, books, timetable, writing materials and computer if needed to the place of reading serve time for nothing is more time consuming and wasteful than having to run back for them regularly because of forgetting an important book. Make the best use of time. It is of great important for students to be punctual and be present in class. There is need for them to be attentive in class, take down notes in class and develop a note-taking strategy so that when they review their notes it will be beneficial and help them to study and remember information. Write down what is important. If a teacher keeps repeating something or has written down something on the board, students paying attention in class should take note of this. Paying better attention in class is necessary and equally important as attention span can be a challenge for some students who have better attention spans than others. Wilson (2019) opined that a student who pays attention to his teacher in class and take good notes performs well academically. During class if a student uses laptop or smartphones to take note in class, the student must use it wisely, must be sure he/she is still focused and pays attention in class. Another point is asking questions in class, don't feel embarrassed to ask for help when and where necessary, students can always get help to accomplish their study goals.

School Location in this study is an actual place the school is located. It may be Urban or Rural. It is mostly observed and recognized that schools located in the urban areas have access to a lot of facilities example electricity, internet facilities, libraries, journals, newspapers among others. In Akwa Ibom State, there are four schools of Nursing, two are located in the urban areas and two located in the rural area. Schools in the urban areas are characterized by high population density, high infrastructural setting, but compared to rural areas that more often have low population density and dearth of infrastructural facilities. Student nurses are sent to school irrespective of their locations. Hence, consideration of how this scenario have affected academic performance.

Academic performance is a student's achievement and success in their educational endeavors. It is an indicator of a students' mastery of subject matter, their ability to apply knowledge, and their level of engagement and effort in their studies. The academic performance of student studying sociology in nursing is important as it forms part of the nursing profession, curriculum and sociology in nursing is a science of society or study of human social relationships and institutions which helps in the interacting of nursing students with their patient or clients in their different environment of any institution like hospitals or clinics. Academic performance of nursing students in sociology in nursing plays an important role in quality of nursing profession by producing quality nursing graduate who provide quality care to patient despite their cultural background. Studies have shown that positive and significant correlation have been found between student study habits and their academic performance in sociology in Nursing (Rezaie, 2018). According to Goldfinch and Hughes, (2018) academic performance is explained in terms of success or failure of course units, number of courses passed or failed and being successful requires high level of study skills, so student must practice and develop active reading and good time management in order to be successful to achieve a high academic performance in sociology in nursing. There may be number of reasons for poor academic performance such as different levels or low level of intelligence, lack of good textbooks on sociology in nursing in the libraries, lack of teachers to teach sociology in nursing, lack of students' interest in sociology in nursing is not a core nursing course and that sociology in nursing is too abstract with non-availability of reading materials even in the school on nursing libraries. Another reason is that students fail to make effect to learn what their teachers have taught them in school and to ask questions to clarify difficult point which also result in poor academic performance. A good academic performance results when students give quality time or devotion of time and attention to acquire information or knowledge especially from books and pursuit academic knowledge be a detailed investigation of a subject or course. In order to improve academic performance of students, it is essential to improve their studying sessions/time and their reading.

According to Steinberger (2019), academic performance encompasses students' ability and performance, it is multidimensional, it is intricately related to human growth and cognitive, emotional and social physical development, it reflects the whole child, it is not related to single instance but occurs across time and levels through a student's life in public schools and into post-secondary years and working in general. Academic performance refers to excellent in all academic discipline, in a class as well as extra-curricular activities. It refers to how well a student is accomplishing his task and studies. Academic performance of student consists of scores obtained from teacher-made test, terminal examination and mid-term test among others.

Academic performance in school is evaluated in a number of ways. For regular grading, student demonstrate their knowledge by taking written or oral test, performing presentation, submission of

homework and participating in class activities and discussions. Teachers evaluate in the form of assignment, test and examination to describe how well a student as done. Poor academic performance is a performance that is adjudged by the examiner as falling below an expected standard. Academic performance can be determined through observing the behavior or expectation of achieving a specific statement of educational intention in a research. According to Izundu (2019), some environmental variables influence the learning capabilities of a child either positively or negatively and thus affect the academic performances. Some of the variables include parental socioeconomic status, level of parental supervision of children, school location, gender, location of home, library facility among others.

Academic performance of first-year nursing students in sociology in nursing is a concern of nurse educators in schools of nursing. The interest and the concern are not unconnected. Academic performance according to the Cambridge university's is frequently defined in terms of examination performance and Ali (2018) defined academic performance that it is the extent to which student achieve learning and good grades. It is also characterized by the overall performance in each year which culminates in a Grade Point Average (GPA). The GPA score would consider students' performance in tests, course work and examination (Borg and Gall, 2017).

Sociology in nursing is one of the courses in the nursing curriculum for the first year student nurses. It is the study of human behaviour. Sociological knowledge also allows nurses to enhance the quality of patient's care. Sociology was coined by Auguste Comte, a French philosopher in the year 1839. Auguste Comte is regarded as the father of sociology in nursing. Sociology in nursing is the combination of a Latin word "Societus" meaning society and a Greek word "Logos" meaning science or study. Augustus Comte gave the etymological meaning of sociology in nursing as science of society. Sociology in nursing is the study of human social behaviour and its origins, development, organization and institutions.

A nurse with the knowledge of sociology in nursing would educate people about sanitation/ environmental personal, balance diet and also guide mother and child health and vaccination. Help nurses to understand those forces and pressures which affect patient's adversely. Helps the nurses to understand the behavior, conflicts, inter-personal relationship hierarchy, groups and adaptation of different people working in hospitals. Through sociology in nursing, the nurse gets information about the socio-cultural life of the patient. Knowledge of sociology in nursing helps the nurse to study the structure of family, community and society. Sociology in nursing helps the nurses to understand the characteristics of social relationship, its complexities and impact on health care. Knowledge of sociology in nursing helps in the understanding and eradication of social problems and attitudes. Sociology in nursing enables nurses to understand their social responsibility as agent of change. Sociology in nursing keeps the nurses up to date on modern situation and contributes to making nurses good citizens. Sociology in nursing contributes to the solution of community problems and adds knowledge to the society.

### **Purpose of the Study**

The main purpose of this study was to determine the difference in the academic performance of sociology of nursing students taught time management study habits in schools of nursing in Akwa Ibom State. Specifically, the study seeks to;

1. Determine the difference in the pretest - posttest of academic performance of sociology in nursing students taught using time management strategy with power point and those taught with expository strategy.
2. Examine the difference in the pretest – posttest of the academic performance of urban and rural nursing students taught time management strategy with power-point

#### **Research Questions:**

1. What is the difference in the pretest - posttest of academic performance of sociology of nursing students taught using time management strategy with power point and those taught with expository strategy?
2. What is the difference in the pretest – posttest of the academic performance of urban and rural nursing students taught time management strategy with power-point?

#### **Research Hypotheses**

The following research hypotheses were formulated to guide the study and were tested at .05 level of significance.

Ho<sub>1</sub>: There is no significant difference in the pretest - posttest of academic performance of sociology of nursing students taught using time management strategy with power point and those taught with expository strategy.

Ho<sub>2</sub>: There is no significant difference in the pretest – posttest of the academic performance of urban and rural nursing students taught time management strategy with power-point

#### **Research Design**

This study adopts a quasi – experimental design using the pretest – posttest non randomized control group design. The method allows the treatment of the experimental groups to observe the effect of the two study habits on sociology students. The design according Uzoagulu, (2011) compares the effect of the treatment administered on the experimental groups and in comparison with the control groups. The design is expressed as follows: -

The design is represented below.

EG = O1 X1 O2

CG = O3 X2 O4

Where

EG stands for experimental group CG stands for control group, O1 = the pretest in the experimental group O2 = the posttest in the experimental group, O3 = the pretest in the control group, O4 = the posttest in the control group, X1 = treatment with expository strategy X2 = treatment with time – management habit.

#### **Population of the Study**

The population for the study comprised 476 first year nursing students in the four schools of nursing in Akwa Ibom State for the 2022/2023 academic session. The names of schools and the number of students in each school are as shown on the table below (Source: Akwa Ibom State Ministry of Health (2023)).

#### **Sample and Sampling Technique**

The total number of trainee nurses used for the study was 220 as sample size. Simple random sampling technique of balloting was used to select two from four nursing schools in Akwa Ibom State. From each school selected, two intact classes were used as experimental and control groups. In line with Uzoagulu (2011) balloting technique removes bias from the choice respondents.

Nursing schools selected through this method were Immanuel General Hospital, Eket with 118 traniee nurses and School of Nursing, Ikot Ekpene with 102 students used as subjects for the study.

**Instrument for Data Collection**

The instrument used for the study is called Sociology Performance Test (SPT) and was used to obtain data for the study. The instrument has 25 items developed using the objective test format and with options A – D. Only one option had the correct answer which is known as the key. Students were to choose which alternative appeals to them as correct answer. Each correct answer was scored 4 marks making a total of 100%.

**Procedure for Data Collection**

With an introduction letter from the HOD, Department of Nursing Sciences, UNEC, Ethical clearance from Ministry of Health Research and Ethics Committee, Uyo, administrative permit from the principals of each of the two schools of nursing, the researcher and the trained research assistants gained access to the respondents and the procedure and purpose of the study were explained to them to enable them understand before administering the performance test. All the groups were pre – tested using sociology performance test. They were subsequently divided into experimental and control groups both in urban and rural areas of schools of nursing. The treatment was subsequently given to the experimental groups for each of the study habits with power point respectively while the control groups were taught using expository strategy. At the end of the experiment and control, the items were rescheduled and given to the two groups respectively in both the active reading and time management groups. Their answer scripts were retrieved and marked. Their scores were used for analysis.

**Method of Data Analysis**

The analysis of data was based on the scores obtained from pre-test and post-test of experimental and control groups using the Sociology Performance Test. The scores were collated, tallied and analyzed. The mean and standard deviation were used in answering research questions while analysis of Co-variance was used in testing the postulated hypotheses at .05 significance level

**Results.**

**Table 1: Mean and Standard Deviation of Nursing students taught time management with power point and those taught using expository strategy.**

Treatment Groups	N	Pre – Test		Post - Test		Mean Gain	Mean Diff
		$\bar{X}$	SD	$\bar{X}$	SD		
Taught with Power Point (Time Mgt.)	51	22.64	14.31	62.63	13.06	39.99	23.62
Expository (Control)	51	22.37	7.68	38.74	10.50	16.37	
<b>Total</b>	<b>102</b>						

Source: Field data (2024)

Data in Table 1 revealed the pre-test and post-test means of students taught Time management using power point of 22.64 and 62.63 with their respective standard deviations of 14.31 and 13.06. The result further shows the pre-test and post-test means of students taught using expository strategy of 22.37 and 38.74 and their respective standard deviations of 7.68 and 10.50 respectively with mean difference of 23.62 between the two treatment groups. This means that utilization of power point in teaching Time management enhanced students' performance than expository strategy.

**Table 2: Mean and Standard Deviation of Sociology of students in urban and rural location taught time management with power point.**

Time management (School Location)	Pretest			Post test		Mean Gain	Mean Diff
	N	X	SD	X	SD		
Rural	26	20.00	11.81	58.92	10.34	38.92	7.76
Urban	25	20.52	14.53	67.20	14.42	46.68	
<b>Total</b>	<b>51</b>						

Source: Field data (2024)

The result in Table 2 revealed the pre-test and post-test means of rural located students taught Time management using power point of 20.00 and 58.92 with their respective standard deviations of 11.81 and 10.34. The result further shows the pre-test and post-test means of urban located students taught time management using power point of 20.52 and 67.20 and their respective standard deviations of 14.53 and 14.42 respectively with mean difference of 7.76 between the two treatment groups. This means that utilization of power point in teaching Time management enhanced urban located students' higher than their rural counterpart.

**Table 3: Summary of ANCOVA analysis of sociology of nursing students taught time management with power point and those taught with expository strategy**

Source Decision	Type III Sum of Squares	df	Mean Square	F-cal.	F-crit.
Corrected Model	9819.187	2	4909.594	25.293	
Intercept	39966.496	1	39966.496	205.896	
Pre-test	282.002	1	282.002	1.453	
Main Effect*	6052.247	1	6052.247	31.179	3.07
Sig.*					
Error	19216.891	99	194.110		
Total	292912.000	102			
Corrected Total	29036.078	101			

Source: Field data (2024)

The result in Table 3 reveals that the calculated F-value of 31.18 is greater than the critical F-value of 3.07 at 2 and 102 degrees of freedom with 0.05 level of significance. With this result, the null hypothesis of no significant difference in the performance of sociology of nursing students taught

time management with power point and those taught with expository strategy is rejected. This implies that there is a significant difference in the academic performance of sociology of nursing students taught time management with power point and those taught with expository strategy

**Table 4: Summary of ANCOVA analysis sociology of rural and urban nursing students taught time management with power point.**

Source	Type III Sum of Squares	df	Mean Square	F-cal.	F-crit.	Decision
Corrected Model	1334.005	2	667.003		4.444	
Intercept	46664.902	1	46664.902	310.885		
Retention	190.663	1	190.663	1.270		
Main Effect*	1328.116	1	1328.116	8.848	3.15	Sig.*
Error	7204.975	48	150.104			
Total	210832.000	51				
Corrected Total	8538.980	50				

Source: Field data (2024)

The result in Table 4 reveals that the calculated F-value of 8.85 is greater than the critical F-value of 3.15 at 2 and 51 degrees of freedom with 0.05 level of significance. With this result, the null hypothesis of no significant difference in the performance of sociology of rural and urban nursing students' time management with power point is rejected. This implies that there is a significant difference in the academic performance of sociology of rural and urban nursing students taught time management with power point.

#### Summary of Findings

1. The result shows the pre-test and post-test means of students taught using expository strategy of 22.37 and 38.74 and their respective standard deviations of 7.68 and 10.50 respectively with mean difference of 23.62 between the two treatment groups. This means that Students taught time management with power point performed academically better than those taught using the expository strategy.
2. The result shows the pre-test and post-test means of urban located students taught time management using power point of 20.52 and 67.20 and their respective standard deviations of 14.53 and 14.42 respectively with mean difference of 7.76 between the two treatment groups. This means that utilization of power point in teaching Time management enhanced urban located students' higher than their rural counterpart. Urban locate students taught time management with power point performed academically better than their rural counterpart.

**Hypothesis I** tested that there is no significant difference in the performance of sociology of nursing students taught time management with power point and those taught with expository strategy. The result reveals that the calculated F-value of 31.18 is greater than the critical F-value of 3.07 at 2 and 102 degrees of freedom with 0.05 level of significance. The null hypothesis was therefore rejected and an alternate hypothesis stated that there is a significant difference in the academic performance of Sociology of nursing students taught time management with power point and those taught with expository strategy.

**Hypothesis II** tested that there is no significant difference in the academic performance of sociology of rural and urban nursing students taught time management with power point in schools of nursing Akwa Ibom State. The result reveals that the calculated F-value of 8.85 is greater than

the critical F-value of 3.15 at 2 and 51 degrees of freedom with 0.05 level of significance. The null hypothesis was therefore rejected and an alternate hypothesis stated that there is a significant difference in the academic performance of Sociology of rural and urban nursing students taught time management with power point

#### **The Academic Performance of Nursing Students Taught Time Management with Power Point and Those Taught Using Expository Strategy**

The study revealed that out of 102 students that participated, 51 students in the experimental group (taught time management using power point) had a mean score point of 22.64 and a standard deviation of 14.31 during their pre-test and during their post-test they student had a mean score point of 62.63 and a standard deviation of 13.06.

The result further revealed that 51 students in the control group (taught time management using expository strategy) had a mean score point of 22.37 and a standard deviation of 7.68 And during their posttest, they student had a mean score point of 38.74 and a standard deviation of 10.50. The mean difference of 23.62 was obtained between the two treatment group.

This means that utilization of power point in teaching Time management enhanced students' performance than expository strategy. The statistical significance obtain above is the confirmation of the difference in the performance of Nursing students taught time management with power point and those taught using expository strategy as supported by Mendezabel (2018).

#### **The academic performance of Sociology of students in urban and rural location taught time management with power point.**

The study revealed that out of 51 students that were taught time management using power point; 26 students were of rural location and 25 students were of urban location. During their pre-test the rural had a mean score point of 20.00 and a standard deviation of 11.81 after their post-test the had a mean score point of 58.92 and a standard deviation of 10.34.

The study also revealed that 25 students were of urban location were taught time management using power point had a mean score point of 20.52 and a standard deviation of 14.53 after their pre-test. And after their post-test, they had a mean score point of 67.20 and a standard deviation of 14.42. The mean difference of 7.76 was obtained between these two treatment groups.

This means that utilization of power point in teaching Time management enhanced urban located students' higher than their rural counterpart.

#### **Test of Hypotheses**

##### **Hypothesis 1**

The result of the analysis of the difference in the academic performance of Sociology of students taught time management using power point and those taught with expository method revealed that there is a significant difference in academic performance of Sociology of students taught time management using power point and those taught with expository method. This means that time management enhance students' performance than the expository strategy. The finding comes out in this form because studying with schedule and duration give students enough opportunity for other comprehensive and collaborative courses. It may be also due to the fact that time management is an inherent or acquired behavior that aims at vision and achievement of goals. This result is supported by Ford, (2013) who submitted that the biggest goal can be achieved if broken down to small parts for accomplishment within a specified time period. Equally, Kelli, (2019) successful students must be able to approximately assimilate course content, reflect on it and articulate the information within a stipulated time period. Also the study is supported by the submission of

Wilson, (2019) who opined that time management is a good study habit that boosts the student's ability to be self- discipline, self- directed and ultimately successful in their school program as well as performing well in their academic pursuit.

### **Hypothesis 2**

The result of the analysis of the difference in the academic performance of Sociology of rural and urban students taught time management using power point revealed that there is a significant difference in academic performance of Sociology rural and urban students taught time management using power point. This implies that urban students performed academically better than their rural counterpart when taught time management with power point. The result is based on the fact that urban schools and their students are exposed to more learning tools like radio, television, journals, computers and internet connectivity among others than those of the rural communities. The finding is in support of the study of Awodum, (2016) who submitted a significant difference in academic performance of students based on school location. The study is also in support of Edoho, (2017) who postulated that provision of education in the rural areas is fraught with difficulties and problems due to non -availability of qualified personnel. The study is also in line with the submission of Otegbayo, (2015) and that of Oviassanye, (2015) who reported that rural schools are faced with challenges ranging from economic, political and educational facilities.

### **CONCLUSION**

This study concludes that time management is required for achievement of trainee nurses in sociology also students' participation in sociological concepts will enhance their performance academically and awareness to their duties.

### **RECOMMENDATIONS**

The following recommendations are put forward for effective participation of nurses in training:

1. School of nursing should be operated with time management both in programme and in course especially in sociology
2. School of nursing located in rural communities should be fed with competent personnel and time management to cope.
3. The progress and performance of schools of nursing in Akwa Ibom State should be founded on active reading and time management as strategies for students' involvement in studies and consequential academic performed.

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