

Study Habits and Time Management Skills as Predictors of Related Learning Experience (Rle) Performance among Nursing Students

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DOI: <https://doi.org/10.47772/IJRISS.2026.100800257>

Received: 17 August 2026; Accepted: 22 August 2026; Published: 01 September 2026

ABSTRACT

Existing research in nursing education predominantly focuses on broad academic outcomes and theoretical knowledge acquisition, leaving a critical gap regarding how self-regulatory behaviors directly impact practical clinical competence, specifically in Related Learning Experiences (RLE). To address this gap, a descriptive-correlational research design was conducted using total enumeration among second-, third-, and fourth-year Bachelor of Science in Nursing students at faith-based college. Data were gathered via a content-validated, pilot-tested instrument and analyzed using descriptive statistics and multiple regression analysis to assess the predictive capacity of study habits and time management on RLE performance. Results indicated that students generally demonstrate high levels of study habits and time management, showing strong competence in clinical-related study routines, clinical task scheduling, and goal setting. Their overall clinical performance was interpreted as good, although an evident performance gap highlights the need for further clinical enhancement. Crucially, while the combined model of study habits and time management significantly predicted clinical performance, study habits emerged as the sole significant individual predictor, whereas time management alone did not significantly drive outcomes. This underscores that structured learning routines and active study strategies are far more vital for practical clinical execution than time allocation alone. Future researchers are strongly recommended to conduct longitudinal or experimental studies across multiple institutions to investigate mediating variables—such as clinical stress, faculty mentorship, or self-efficacy—that may clarify how specific study habits translate into applied clinical mastery.

Keywords: study habits, time management, Related Learning Experience

INTRODUCTION

Academic success in nursing education requires not only mastery of theoretical knowledge but also strong practical performance in clinical environments such as Related Learning Experiences (RLE). However, research has predominantly focused on general academic outcomes rather than on clinical or applied performance. While several studies link time management to academic achievement, much of this work addresses broad educational contexts rather than *practice-based learning* specific to nursing curricula (e.g., theoretical academic scores versus clinical performance). For example, recent research notes the importance of time management in reducing academic stress among nursing students, yet stops short of evaluating how these skills directly influence performance in clinically oriented courses or experiences like RLE (Ton, et al. 2025).

Similarly, study habits, which encompass behaviors such as organizing study routines, setting goals, and regulating learning activities, have been widely associated with academic success. Yet, most recent studies still

examine these relationships in general course performance or knowledge acquisition rather than in clinical performance contexts that require the application of theory to practice. A study conducted by Amarillo, et al. (2025) found strong correlations between organized learning strategies (which include study habits) and academic achievement in nursing students, but noted limitations in using general academic outcomes rather than clinical performance measures.

Effective study habits and time management skills have been associated with the students' successful academic performance (Trentepohl, et. al., 2022). These are considered as essential skills which play crucial roles in the achievement of quality learning. A study habit is defined as a different individual behavior in relation to studying and is a combination of study method and skill (Jafari, et al., 2020). In other words, study habits include behaviors and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. On the other hand, according to a study conducted by Agormedah in 2021, time management has been defined as a form of self-management with an explicit focus on time in deciding and understanding what activities to do, how much time should be committed to activities, or in what time it should be done.

Although previous studies on gender differences in relation to the approach of study habits and time management were conducted in various educational settings, nursing students, in general, face academic challenges which require them to balance complex course assignments and intensive clinical practicum to maintain the very high standard the course demands. Ongoing research in relation to students' accomplishments in their studies have included gender as one of the possible factors influencing it.

According to the World Health Organization's latest statistics, female health care workers comprise 67.2% of the entire workforce, globally. With this in mind, nursing has been a predominantly female profession since the time of Florence Nightingale due to its nurturing nature. Through the years, male nurses have slowly penetrated the field of nursing, making it unavoidable to experience stereotypes and comparisons between gender roles in the said profession. Gender roles in certain fields of the nursing profession can be observed until today: female nurses mostly being assigned in labor and delivery, whereas male nurses are dominating areas like, intensive care units, emergency departments, or in paramedics.

Hence, this study will provide insights which will become valuable and crucial in the overall performance of these students and how they will be able to achieve quality education and become the best professionals in the future.

Primarily, this study is anchored on Macan's (1994) Time Management Theory emphasizes that structured planning, goal prioritization, and scheduling behaviors reduce academic stress and enhance performance outcomes. In nursing education, the ability to manage time efficiently directly affects students' preparedness for clinical tasks and their performance in RLE, where practical competence is as critical as theoretical knowledge.

Meanwhile, it can be anchored on Zimmerman's (2002) Self-Regulated Learning (SRL) Theory, which posits that effective learning is a product of students actively regulating their cognitive, behavioral, and motivational processes to achieve specific academic goals. In the context of nursing education, SRL provides a comprehensive lens through which the relationship between study habits and time management skills with RLE performance can be understood. Study habits—such as goal-setting, structured study routines, and active engagement with learning materials—reflect the cognitive and behavioral self-regulation processes that allow students to plan, monitor, and evaluate their learning progress. Meanwhile, time management skills correspond to the strategic regulation of time and priorities, ensuring that learners allocate sufficient resources to both theoretical and practical components of their curriculum.

Integrating Macan's model with SRL theory strengthens the explanatory power of this study by highlighting the behavioral strategies that facilitate self-regulation in real-world learning contexts.

Study habits are routines and actions to help students understand the subject better, solve problems, or remember information more easily. In the study by Valle (2023) highlighted the effective study habits goes beyond simply

dedicating time to study; they also involve using the right strategies to learn more efficiently. Organizing study materials, setting goals, and actively engaging with summarizing or practicing problems can improve retention and understanding.

Moreover, research conducted during and after the COVID-19 pandemic revealed that changes in learning environments significantly affected nursing students' study behaviors and clinical readiness. Studies have shown that students who adapted self-directed learning habits and effective time management skills maintained better academic and clinical performance despite the challenges of remote and blended learning modalities (Dewart et al., 2020; Wallace et al., 2021). These findings reinforce the idea that study habits are essential predictors of both academic success and clinical performance. However, despite the growing body of literature on study habits and academic outcomes, limited studies have specifically focused on their influence on RLE performance. This gap underscores the need for further investigation into how nursing students' study habits significantly affect their performance in clinical learning experiences.

Meanwhile, Alex, et al. (2024) study found a statistically significant association between study habits and academic performance among undergraduate nursing students, demonstrating that better study habits predict better academic outcomes. Although it focused on academic performance, this finding implies that students with good study habits are likely to perform better in *related learning experiences* (RLE), given the high overlap between classroom mastery and clinical competence in nursing programs.

On the other hand, **time management** is a critical skill for academic success, especially for students balancing demanding coursework, extracurricular activities, and personal life. The study of Smith J. (2022) time management is important for students, especially when there's a lot to do activities, assignments, and personal life. The article highlights how organizing your schedule and sticking to it can really help reduce stress and get things done on time. By planning study sessions, breaking tasks into smaller steps, and using deadlines, students can focus better and be more productive.

Time management has been identified as a critical factor influencing nursing students' academic success and clinical competence. Alshutwi et al. (2020) examined the influence of time management skills on stress and academic performance among nursing students and found that students who demonstrated effective time management strategies achieved significantly higher academic performance and experienced lower stress levels. The authors emphasized that nursing education demands balancing theoretical coursework with clinical responsibilities, making time management an essential skill for maintaining optimal performance in both academic and clinical settings. These findings suggest that students who manage their time efficiently are more likely to perform well during their related learning experiences (RLE), where punctuality, task prioritization, and preparedness are required.

Further evidence was provided by Behdarvand et al. (2023), who investigated the predictive role of time management on perceived clinical competence among nursing students. Their results revealed that time management was a significant predictor of students' clinical competence, indicating that those who organized their study schedules and clinical tasks effectively demonstrated higher confidence and proficiency in clinical practice. Since RLE performance reflects students' ability to apply theoretical knowledge in real clinical situations, this study supports the notion that time management directly influences nursing students' readiness and effectiveness in clinical learning environments.

More recently, Lin et al. (2025) explored the impact of time management disposition on nursing students' academic-related outcomes through the mediating roles of academic self-efficacy and flow experience. The findings showed that strong time management skills enhanced students' self-efficacy and engagement, which in turn improved their overall performance. This implies that time management not only affects observable academic results but also strengthens psychological and motivational factors necessary for successful clinical learning. In the context of RLE, students who manage their time well are more likely to be mentally prepared, focused, and competent during clinical duties.

METHODS

A descriptive-correlational research design was used in this study. Descriptive research is defined as a method that involves systematically observing, describing, and documenting aspects of a phenomenon as it naturally occurs, with the goal of providing an accurate representation of its characteristics (Wood and Ross-Kerr, 2011). On the other hand, correlational research design focuses on exploring the relationships between two or more variables to determine and to what extent they are associated (Polit and Beck, 2018).

The participants were the BS Nursing students from Level 2, 3 and 4. Level 1 BS Nursing students were not included in this study because they have no Related Learning Experience units yet. Considering the limited number of students, this research employed the total enumeration method. A researcher-made instruments were utilized, was content validated and pilot tested. For fast retrieval, the data will be gathered via google form. In terms of the students' access on their RLE grades, the researchers sought the consent from the students, and asked permission from the Head Registrar.

Students' consent was sought, their anonymity was observed, and data were treated with utmost confidentiality.

Descriptive statistics such as frequency, percentage, mean and standard deviation were employed to describe the variables of the study, and regression analysis was used to determine which of the independent variables significantly influence the Related Learning Experience of the Nursing students.

Results will be disseminated to the concerned stakeholders such as the students, Guidance Staff as basis of an intervention plan.

RESULTS AND DISCUSSION

Problem 1. What is the participants' assessment of their study habits?

Table 1 presents the participants' assessment of their study habits across five dimensions: Study Planning and Organization, Learning Strategies and Note-Taking, Concentration and Focus, Review and Examination Preparation, and Clinical and RLE-Related Study Habits. The table reveals an overall mean of 3.94 (SD = 0.78), verbally interpreted as High, which signifies that the participants generally exhibit good study habits across all dimensions. This implies that the participants are frequently engaged in behaviors that support academic success, although there remains room for further enhancement, particularly in learning strategies and examination preparation.

Table 1. Participants' Assessment of their Study Habits

Study Habits Dimension	Mean	Interpretation	SD
Study Planning and Organization	3.94	High	0.70
Learning Strategies and Note-Taking	3.78	High	0.98
Concentration and Focus	4.04	High	0.76
Review and Examination Preparation	3.74	High	0.76
Clinical and RLE-Related Study Habits	4.18	High	0.71
Overall	3.94	High	.78
Mean			

Legend: 4.51 - 5.00 Very High 1.51 – 2.50 Low

3.51 – 4.50 High 1.00 – 1.50 Very Low

2.51 – 3.50 Moderate

Among the five dimensions, Clinical and RLE-Related Study Habits obtained the highest mean score ($M = 4.18$, $SD = 0.71$), suggesting that the participants consistently practice appropriate study behaviors related to their clinical and Related Learning Experience (RLE) requirements, such as preparing for duties, reviewing clinical procedures, and managing academic responsibilities connected to practical training.

This was followed by Concentration and Focus ($M = 4.04$, $SD = 0.76$), which implies that the students are often able to maintain attention during study periods and minimize distractions while performing academic tasks.

Study Planning and Organization also yielded a high mean score ($M = 3.94$, $SD = 0.70$), indicating that the participants frequently organize their study schedules, plan academic tasks, and manage learning materials systematically.

Similarly, Learning Strategies and Note-Taking ($M = 3.78$, $SD = 0.98$) and Review and Examination Preparation ($M = 3.74$, $SD = 0.76$) were both interpreted as High, suggesting that students commonly use effective learning strategies, take notes, and prepare adequately for quizzes and examinations.

Problem 2. What is the participants' assessment of their time management?

Table 2 shows that the participants' assessment of their time management across all dimensions is *High*, with an overall mean of 4.07 ($SD = 0.79$). This indicates that the participants generally practice effective time management behaviors.

The highest mean was observed in Clinical and RLE Time Management ($M = 4.34$, $SD = 0.70$) and Goal Setting ($M = 4.23$, $SD = 0.68$), suggesting that students are particularly competent in managing time for clinical and RLE-related academic tasks and in setting clear academic goals. This implies that the participants are able to prioritize responsibilities associated with their professional training.

However, Time Control and Self-Discipline obtained the lowest mean score ($M = 3.85$, $SD = 0.86$), although still interpreted as High. This suggests that while students generally manage their time well, they may still experience difficulty in controlling distractions and maintaining consistent self-discipline. This finding implies the need for interventions such as time-management workshops, self-regulation training, or academic coaching to further strengthen this aspect.

Table 2. Participants' Assessment of their Time Management

Time Management Dimension	Mean	Interpretation	SD
Goal Setting	4.23	High	0.68
Task Scheduling and Time Allocation	4.06	High	0.73
Time Control and Self-Discipline	3.85	High	0.86
Academic Personal Balance	3.88	High	0.97
Clinical and RLE Time Management	4.34	High	0.70
Overall	4.07	High	0.79
Mean			

Legend: 4.51 - 5.00 Very High 1.51 – 2.50 Low
3.51 – 4.50 High 1.00 – 1.50 Very Low
2.51 – 3.50 Moderate

Overall, the results imply that effective time management is evident among the participants and may contribute positively to their academic and clinical performance. Nonetheless, targeted support programs focusing on self-discipline and personal time balance could further enhance their overall time management skills.

Problem 3. What is the participants' performance in Related Learning Experience?

Table 3 presents the descriptive statistics of the participants' performance in Related Learning Experience (RLE). The results reveal a mean of 1.74 ($SD = 0.21$) was interpreted as **Good**, indicating that the participants generally demonstrate satisfactory performance in their RLE requirements. This suggests that most students are able to meet the expected clinical competencies and academic standards of their program. The figures further reveal that most of the participants performed within the Good to Fair categories. Specifically, 39.71% ($f = 27$) of the participants obtained a rating of *Good*, while 38.24% ($f = 26$) were classified as *Fair*. Only a small proportion achieved *Very Good* performance (7.35%), and none reached the *Outstanding* level. Meanwhile, 14.70% of the participants fell under the *Below Average* and *Poor* categories.

Table 3. Descriptive Statistics of the Participants' RLE Performance

Range	Description	Frequency	Percentage
1.00 – 1.24	Outstanding	0	
1.25 – 1.49	Very Good	5	7.35
1.50 – 1.74	Good	27	39.71
1.75 – 1.99	Fair	26	38.24
2.00 – 2.24	Below Average	8	11.76
2.25 – 2.49	Poor	2	2.94
Total		68	100.00
Mean		1.74	
Interpretation		Good	
SD		0.21	

However, the absence of students in the *Outstanding* category and the presence of learners in the *Below Average* and *Poor* levels imply that there is room for improvement in RLE performance. This finding infers the need for enhanced academic support, strengthened supervision, and targeted interventions such as remedial instruction, mentoring, and skills enhancement programs to help students improve their clinical performance and achieve higher levels of competence.

Overall, the results indicate that while the participants' RLE performance is generally good, continuous monitoring and improvement strategies are necessary to elevate more students toward very good and outstanding levels of achievement.

Problem 4. Do the participants' study habits and time management significantly influence their Related Learning Experience performance?

Table 4 shows the multiple regression analysis predicting Related Learning Experience from Study Habits and Time Management.

Table 4 Regression Analysis of Study Habits and Time Management on Related Learning Experience

Predictor	Unstandardized Coefficients		β	95% CI		t	p
	B	SE		Lower	Upper		
Constant	1.18	0.18		0.81	1.54	6.463*	<.001
Study Habits	0.14	0.07	0.367	0.01	0.27	2.107*	0.039
Time Management	0.00	0.06	0.004	-0.12	0.13	0.024	0.981
Model Summary							

$R = 0.370$ $R^2 = 0.137$ Adjusted $R^2 = 0.111$ $F(2,66) = 5.22$ $p = 0.008$

Note. B = unstandardized beta coefficient, SE = standard error, β = standardized beta coefficient, 95% CI = 95% confidence interval, t = t statistic, p = probability value. *Significant at 0.05 two-tailed alpha level.

The model was statistically significant, $F(2, 66) = 5.22$, $p = 0.008$, $R = 0.370$, $R^2 = 0.137$. This indicates that 13.7 percent of the variability of Related Learning Experience was explained by the predictors of study habits and time management. The combination of study habits and time management significantly influence the Nursing students' RLE Performance. The findings corroborate with Dewart et al., (2020) and Wallace et al., (2021) which have shown that students who adapted self-directed learning habits and effective time management skills maintained better academic and clinical performance.

Between the two predictors, Study Habits ($t = 2.107$, $p = 0.039$, $\beta = 0.367$) significantly predicted Related Learning Experience, whereas Time Management ($t = 0.024$, $p = 0.981$, $\beta = 0.004$) was not a significant predictor. This finding concurs with Alex, et al. (2024) study who found a statistically significant association between study habits and academic performance among undergraduate nursing students, demonstrating that better study habits predict better academic outcomes. Although it focused on academic performance, this finding implies that students with good study habits are likely to perform better in *related learning experiences* (RLE), given the high overlap between classroom mastery and clinical competence in nursing programs. The results indicate that Study Habits emerged as the stronger predictor of Related Learning Experience. The finding suggests that students with good study habits tend to demonstrate higher levels of related learning experience.

RECOMMENDATIONS

The following are hereby recommended:

1. That Nursing students are encouraged to strengthen effective study habits, including regular review of lessons, appropriate learning strategies, and integration of theoretical knowledge with clinical practice, as these were found to significantly influence RLE performance;
2. That Nursing Administrators may implement and prioritize academic support programs and instructional interventions that focus on developing students' study skills and learning strategies rather than emphasizing time management alone, in order to enhance students' RLE performance; and
3. The Student Services Office may utilize the findings of this study as baseline data in designing and implementing student development programs that focus on strengthening study habits and learning strategies of nursing students. These results may further guide the formulation of targeted counseling, academic support services, and intervention programs aimed at improving students' Related Learning Experience (RLE) performance.

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