

## The Correlation between Time Management Skills and Quality of Life among Faculty Members at the University of Kerbala: A Cross-Sectional Study

Muhammad Sharif Shelba <sup>1</sup>, Haqi Ismael Mansoor <sup>2</sup>

<sup>1</sup> Master Student, Department of Community Health Nursing, College of Nursing, University of Kerbala, Kerbala, Iraq.

Email: [Mohamed.sh@s.uokerbala.edu.iq](mailto:Mohamed.sh@s.uokerbala.edu.iq) (Corresponding Author)

<sup>2</sup> Department of Community Health Nursing, College of Nursing, University of Kerbala, Kerbala, Iraq.



**Received:** 03/06/2025

**Accepted:** 18/08/2025

**Published:** 30/06/2026

**DOI:**

[https://doi.org/10.65682/](https://doi.org/10.65682/kjnhs.v2.i2.110-120)

[kjnhs.v2.i2.110-120](https://doi.org/10.65682/kjnhs.v2.i2.110-120)

### Abstract

**Background:** Effective time management necessitates meticulous planning and regulation of time to optimize productivity in both professional and personal spheres. The importance of time management in academic settings is paramount, as it enables individuals to navigate diverse responsibilities while simultaneously improving their overall quality of life.

**Objectives:** To assess the time management skills and quality of life among faculty member and to examine the correlation of time management and quality of life among faculty members at university of Kerbala.

**Methods:** A descriptive cross-sectional correlational study design was employed. A non-probability convenience sampling technique was used to recruit a sample of 302 faculty members. Data were collected via an online questionnaire and analysed using descriptive statistics (frequencies, percentages, means, and standard deviations) and inferential statistics (Spearman's rho correlation coefficient). The study carried out from 1st September 2024 to 1st July 2025. The instrument includes two parts of questionnaire, the first to measure the time management skills and the second for quality of life assessment. The data were collected through questionnaires.

**Results:** The results indicate that 64.6% of faculty members demonstrate a “Good” level of time management skills ( $M \pm SD = 62.10 \pm 8.399$ ), while 35.4% demonstrate a “Fair” level. Additionally, 85.4% of faculty members experience a “Moderate” quality of life ( $M \pm SD = 84.59 \pm 9.685$ ), and 14.2% report a “Good” quality of life. No significant correlation was found between time management skills and quality of life ( $r = -0.065$ ,  $p = 0.261$ ).

**Conclusion:** The research indicates that a significant number of faculty members at the University of Kerbala exhibit proficient time management competencies. Nevertheless, a discernible correlation between time management practices and quality of life remains unobserved.

**Keywords:** Time Management; Quality of Life; Faculty Member; Academic Staff; Professional Well-Being.



## 1. Introduction

The adept management of time holds significant importance as it profoundly affects the achievements that individuals can realize. Various dimensions of life can be notably influenced by our skillfulness in time management (Fu et al., 2025). Existing within the contemporary, accelerated societal context presents formidable challenges. The increasing demands imposed upon our time necessitate the acquisition of exceptional time management competencies for attaining success across both personal and professional spheres (Sharma, 2024). The absence of effective time management frequently leads to a state of time scarcity, which adversely affects personal well-being by influencing cognitive function, emotional states, job-related stressors, personal fulfillment, and overall health, thereby contributing to the emergence of stress and related conditions such as tension, insomnia, and muscular discomfort (Young et al., 2024). The construct of quality of life is contingent upon the definition articulated by the World Health Organization concerning health, which posits that it encompasses not merely the absence of disease, but also the attainment of optimal social, mental, and physical well-being (Al-Juboori, 2022). Effective time management strategies also incorporate the alignment of biological rhythms to optimize productivity, the enhancement of work environments to facilitate concentration, and the preservation of work periods by minimizing disruptions. Such techniques have the potential to substantially improve focus and overall life quality (Zhukovska, 2021). For faculty members, effective time management strategies encompass the prioritization of responsibilities, the delegation of non-essential tasks, the utilization of monthly calendars, the compilation of daily task lists, and the scheduling of focused, buffer, and free days. These methodologies assist in mitigating time wastage and amplifying productivity, ultimately leading to an enhanced quality of life (Cummings & Holmes, 2009). The academic faculty, as a collective entity, represents a vital force in the realms of education and research. To guarantee high-quality service systems that assist professors in conserving time and enhancing efficiency, time management emerges as a discipline aimed at the scientific employment of time through the application of skills, techniques, and resources, thereby maximizing the value of time to facilitate the efficient completion of tasks and the attainment of objectives (Li et al., 2016). Effective time management considerably improves the work-life balance for faculty members by empowering them to prioritize responsibilities, safeguard their schedules, and engage in efficient work practices. This, in turn, cultivates superior self-care behaviors, ultimately enhancing their overall well-being and energy levels (Smith et al., 2024). The influence of time management on work-life balance and the comprehensive well-being of faculty members is substantial, as it affects their capacity to manage excessive workloads, alleviate stress, and allocate time judiciously for both personal and professional obligations, thereby promoting a healthier academic atmosphere (Ramachandaran et al., 2024). Providing support for the professional advancement and well-being of faculty members is likely to exert a substantial influence on their productivity, equilibrium between work and personal life, individual fulfillment, and overall success, in addition to shaping the culture and accomplishments of the academic department (Wei et al., 2025). Furthermore, it is imperative to conduct regular evaluations of faculty performance that encompass discussions and guidance regarding future aspirations and expectations, wellness, career progression, challenges, and opportunities (Sanfilippo et al., 2023). Professionals in higher education, representing a diverse array of disciplines, are engaging in collaborative efforts with college counseling and health centers to tackle the pervasive nature of mental health difficulties. This collaborative approach is designed to enhance mental health referral networks and provide mental health training for students, faculty, and staff (Shetty & Bhat, 2023). Academic institutions are encouraged to establish realistic expectations and cultivate a supportive work environment (Brown et al., 2023). The proactive assessment and formulation of strategies aimed at mitigating faculty burnout are critical for enhancing

the quality of life for faculty and improving overall job satisfaction (Darbishire et al., 2020). Excessive work demands and prolonged commitments may precipitate both physical and mental health issues, adversely affecting familial relations, social interactions, and personal development among university educators. Consequently, it is of paramount importance to investigate methodologies for achieving a harmonious balance between the professional and personal lives of university faculty, thereby enhancing their job satisfaction and overall quality of life (Xiaomei, 2023).

## **2. Materials and Methods**

### **2.1. Study Design**

Descriptive Correlation study design aimed assess the time management skills among faculty members and to examine the correlation of time management and quality of life among faculty members at the University of Kerbala. The study was conducted from (1st September 2024 to 1st July 2025) at university of Kerbala.

### **2.2. Ethical Considerations**

The research was executed in adherence to established ethical research principles, ensuring that participation was completely voluntary and that informed consent was secured from all participants. The privacy of participants and the confidentiality of the collected data were rigorously safeguarded. No harm or potential risk was inflicted upon any individual associated with the research endeavor.

### **2.3. Study Sample**

A non-probability "convenience" sampling technique was utilized to select 302 faculty members from a total population of 1,362 academic staff at the University of Kerbala. This sample size represents approximately 22.17% of the total target population, which satisfies the statistical requirements for correlational research designs. This size closely aligns with standard sample size estimation formulas (such as Yamane's formula, which yields an ideal sample size of approximately 309 for this population at a 95% confidence level and a 5% margin of error), thereby ensuring adequate statistical power for the subsequent correlation and comparative analyses.

### **2.4. Study Instrument**

The instrument was an online format employed by the researcher following an exhaustive review of pertinent literature to conduct this study and attain all its objectives, comprising two sections.

#### **2.4.1. Section one: Time management**

This part includes (16) item. To assess the time management skills in areas including Planning and Organization, setting priorities, task prioritization and Implementation, and time use and self-control

#### **2.4.2 Section two: Quality of life**

Section two of the instruments which include (26) items. To assesses quality of life for the faculty members, including general health, physical domain, psychological domain, social domain, and environmental domain.

## 2.5. Validity of the Instrument

This was achieved by presenting the questionnaire to experts in the field of specialization with at least 10 years of experience, and their comments were reviewed and taken into account. The questionnaire was presented to twelve experts for the purpose of assessing its validity. A majority of the experts concurred that the questionnaire was both appropriate and comprehensible. Necessary revisions were implemented based on the suggestions and recommendations provided by the experts.

## 2.6. Pilot study

A pilot study was conducted from August 1, 2024, to August 25, 2024, involving thirty faculty members selected from the colleges at the University of Kerbala. This pilot study was excluded from the main study.

## 2.7. Reliability

The internal consistency methodology was employed to ascertain the reliability of the questionnaire utilized in the current investigation; internal consistency reliability evaluates the degree of harmony among various items within the instrument. The internal consistency among items was assessed through the utilization of Cronbach's alpha coefficient 0.881 for time management, 0.840 work related stress, and 0.912 quality of life.

## 2.8. Statistical Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (IBM SPSS) version 25.0. Descriptive statistics, including frequencies (f), percentages (%), arithmetic means (M), and standard deviations (SD), were used to assess levels of time management and quality of life. For inferential statistics, Spearman's rank correlation coefficient (Spearman's rho) was the sole test applied to examine the statistical correlation between time management skills and quality of life. Statistical significance was set at  $p < 0.05$

## 3. Result

**Table 1.** Assessment of Time Management Skills among Faculty Members (N=302).

List	Time Management Skills	M	SD	Assessment
1	Work tasks are planned before starting them.	3.73	.715	Good
2	I believe prioritizing tasks is one of the most important stages of time planning.	4.05	.723	Good
3	Time planning is characterized by flexibility and suitability for individual capabilities.	3.98	.724	Good
4	Allocating specific time for planning helps in better time management.	3.99	.743	Good
5	Time organization contributes to achieving a balance between workers' needs and aspirations.	4.07	.742	Good
6	Dividing tasks leads to better time organization, resulting in effective time management.	4.03	.760	Good

List	Time Management Skills	M	SD	Assessment
7	Reducing the time allocated to routine tasks allows for more time to handle high-priority tasks.	4.11	.744	Good
8	Setting deadlines for tasks in a schedule is an important method of time organization.	3.98	.753	Good
9	I delay tasks that are unrelated to the current work.	3.79	.810	Good
10	Clarifying the tasks to be performed helps direct time toward the shortest path.	3.94	.773	Good
11	I follow the easiest ways to perform my daily tasks.	4.03	.856	Good
12	Self-guidance leads to better time management within the organization.	3.78	.754	Good
13	Monitoring time helps in identifying mistakes on time and addressing them in the future.	3.71	.796	Good
14	The task of time monitoring involves comparing actual performance with planned performance.	3.63	.744	Fair
15	Time monitoring is preferably self-supervised by employees.	3.53	.776	Fair
16	Time monitoring helps in identifying achieved goals.	3.76	.774	Good

M: Mean, SD: Standard Deviation / Poor= 1 – 2.33, Fair= 2.34 – 3.67, Good= 3.68 – 5

Table 1 indicates that faculty members generally exhibit good time management skills, particularly in prioritizing tasks, planning, and task division. The highest-rated skill is minimizing time on routine tasks to focus on high-priority ones. However, time monitoring aspects received lower ratings, suggesting a need for improvement in self-monitoring and evaluation for better efficiency.

**Table 2.** Overall Assessment of Time Management Skills among Faculty Members.

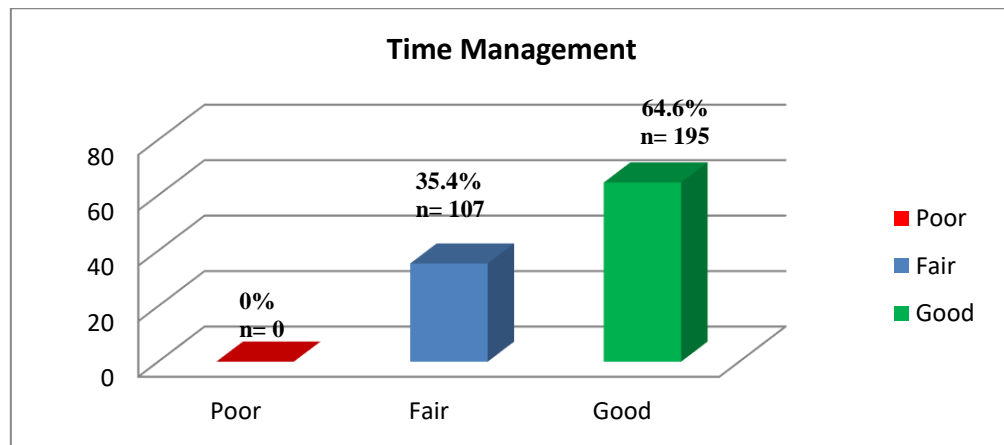
Overall Time Management Skills	f	%	M	SD	Ass.
Poor	0	0	62.10	8.399	Good
Fair	107	35.4			
Good	195	64.6			
<b>Total</b>	<b>302</b>	<b>100</b>			

f: Frequency, %: Percentage

M: Mean for total score, SD: Standard Deviation for total score, Ass: Assessment

Poor= 16 – 37.33, Fair= 37.34– 58.67, Good= 58.68 – 80

Table 2 indicates that faculty members demonstrate “Good” time management skills as reported by 64.6% of them ( $M \pm SD = 62.10 \pm 8.399$ ), and 35.4% of them demonstrate “Fair” level of time management skills.



**Figure 1.** Levels of Time Management Skills among Faculty Members (N=302).

This figure displays that 64.6% of faculty members exhibit a good level of time management skills.

**Table 3.** Assessment of Quality of Life among Faculty Members (N=302).

Domains	List	Items	M	SD	Assessment
<b>General Health</b>	1	How would you rate your quality of life?	3.59	1.166	Fair
	2	How satisfied are you with your health?	3.93	.661	Good
<b>Physical Domain</b>	3	To what extent do you feel that physical pain prevents you from doing what you need to do?	3.70	.984	Good
	4	How much do you need any medical treatment to function in your daily life?	4.56	.882	Good
	5	Do you have enough energy for everyday life?	3.30	.564	Fair
	6	How well are you able to get around?	3.16	.983	Fair
	7	How satisfied are you with your sleep?	2.94	.710	Fair
	8	How satisfied are you with your ability to perform your daily living activities?	3.42	.615	Fair
	9	How satisfied are you with your capacity for work?	4.07	.725	Good
<b>Psychological Domain</b>	10	How much do you enjoy life?	3.09	.777	Fair
	11	To what extent do you feel your life to be meaningful?	3.48	.640	Fair
	12	How well are you able to concentrate?	3.47	.586	Fair
	13	Are you able to accept your bodily appearance?	3.44	.779	Fair
	14	How satisfied are you with yourself?	3.91	.792	Good
	15	How often do you have negative feelings such as blue mood, despair, anxiety, depression?	3.44	.894	Fair
<b>Social Domain</b>	16	How satisfied are you with your personal relationships?	3.75	.794	Good
	17	How satisfied are you with your sex life?	3.23	.821	Fair
	18	How satisfied are you with the support you get from your friends?	3.55	.689	Fair
<b>E n v</b>	19	How safe do you feel in your daily life?	3.31	.623	Fair

Domains	List	Items	M	SD	Assessment
	20	How healthy is your physical environment?	2.75	.576	Fair
	21	Have you enough money to meet your needs?	3.24	.573	Fair
	22	How available to you is the information that you need in your day-to-day life?	3.44	.583	Fair
	23	To what extent do you have the opportunity for leisure activities?	2.75	.560	Fair
	24	How satisfied are you with the conditions of your living place?	3.71	.930	Good
	25	How satisfied are you with your access to health services?	2.72	.718	Fair
	26	How satisfied are you with your transport?	3.63	.871	Fair

M: Mean, SD: Standard Deviation

Poor= 1 – 2.33, Moderate= 2.34 – 3.67, Good= 3.68 – 5

The result in table 3 shows faculty members generally ranged between good and fair, while physical, psychological, social and environmental domains received mostly “fair” rating.

**Table 4.** Overall Assessment of Quality of Life among Faculty Members.

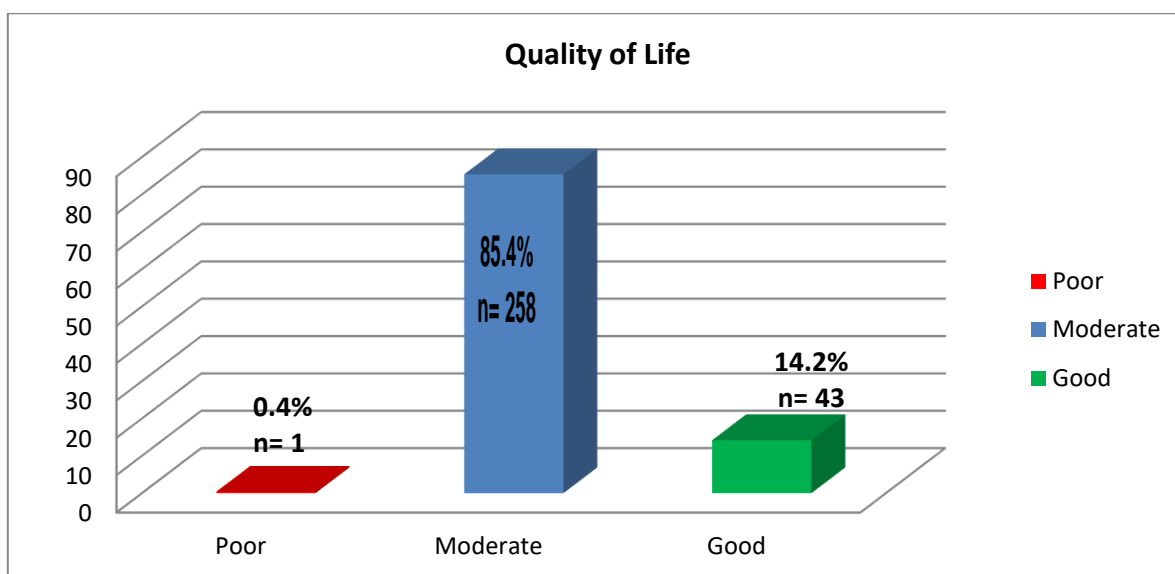
Overall QoL	f	%	M	SD	Ass.
<b>Poor</b>	1	.4	<b>84.59</b>	<b>9.685</b>	<b>Moderate</b>
<b>Moderate</b>	258	85.4			
<b>Good</b>	43	14.2			
<b>Total</b>	<b>302</b>	<b>100</b>			

f: Frequency, %: Percentage

M: Mean for total score, SD: Standard Deviation for total score, Ass: Assessment

Poor= 26 – 60.66, Moderate= 60.67– 95.33, Good= 95.34 – 130

The table 4 indicates that faculty members demonstrate “Moderate” quality of life as reported by 85.4% of them ( $M \pm SD = 84.59 \pm 9.685$ ), while only 14.2% of them demonstrate “Good” quality of life.



**Figure 2.** Levels of Quality of Life among Faculty Members (N=302).

This figure displays that 85.4% of faculty members experience a moderate quality of life level.

**Table 5.** Correlation among Time Management and Quality of Life for Faculty Members.

Correlation		TM	QoL
Time management (TM)	Spearman's rho	1.000	-.065
	Sig. (2-tailed)	.	.261
	N	302	302
Quality of Life (QoL)	Spearman's rho	-.065	1.000
	Sig. (2-tailed)	.261	.
	N	302	302

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5 presents the correlations among Time Management (TM), and Quality of Life (QoL) for faculty members. The results show no significant correlation was found between time management and quality of life ( $r = -0.065$ ,  $p = 0.261$ ), suggesting that time management does not directly affect faculty members' overall quality of life.

#### 4. Discussion

The discussion we highlight the time management skills that appeared to us in the study, as the results showed in the table 1 that shows time management skills in general. The highest percentage in the table was in the skills that focus on priorities, especially paragraph (Reducing the time allocated to routine tasks allows for more time to handle high-priority tasks), while the aspect of time monitoring obtained the lowest rate. skills in addition there is table 2 and figure 1 that show the overall for time management skills. This result support by Gul et al., 2021 demonstrate that these educators possess the capability to effectively manage their working hours and workload consistently, exhibit proficiency in addressing the factors that contribute to job satisfaction, and are adept at fulfilling their obligations within the designated timeframe to mitigate workload (Gul et al., 2021). Additionally, Alzeyadi, 2024 who found the implementation of efficient time management practices constitutes a significant mechanism that enables individuals to regulate their responsibilities, restore a sense of

agency, attain equilibrium between professional and personal life, and mitigate levels of stress (Alzeyadi et al., 2024).

Regarding to the result in table 3,4, and figure 2 show that faculty member demonstrates moderate quality of life that agrees with Sanchez et al., 2019 who found that the faculty members who engage in physical activities and maintain a healthy lifestyle report better quality of life and work-life balance (Sanchez et al., 2019).

Table 5 shows the correlations among Time Management and Quality of Life for faculty members. The results show no significant correlation was found between time management and quality of life ( $r = -0.065$ ,  $p = 0.261$ ), suggesting that time management does not directly affect faculty members' overall quality of life. This finding aligns with the conclusions drawn by Impas, 2018, which indicated that time management does not exert a significant moderating influence on the correlation between quality of work life and personal effectiveness (Impas & Gempes, 2018).

This outcome contradicts the findings of Adidharma, 2023, who assert that individuals exhibiting proficient time management skills tend to attain enhanced job performance and academic success (Adidharma & Chung, 2023). Furthermore, inadequate time management fosters a sense of "time poverty," which in turn precipitates elevated levels of stress, diminished productivity, and an unsatisfactory work-life equilibrium. Such an imbalance may culminate in professional burnout and adversely impact overall well-being. Moreover, Sharif et al., 2018 elucidate that a deficiency in discretionary time is associated with reduced life satisfaction, thereby underscoring the critical role of effective time management in the pursuit of a balanced lifestyle (Sharif et al., 2018).

## 5. Conclusion

The findings of this study reveal that a substantial proportion of the faculty members at the University of Kerbala exhibit proficient time management skills. However, the absence of a significant correlation between time management practices and quality of life suggests that while adept time management is prevalent, it may not directly contribute to the enhancement of an individual's quality of life.

## 6. Recommendation

The study advocates for further research to explore additional variable such as job satisfaction, organizational climate, and occupational stress as potential mediators in the correlation within time management and life quality. Furthermore, it is imperative that staff members are consistently afforded opportunities to engage in workshops that focus on advanced time management techniques and adaptable strategies, which will serve to augment their productivity as well as their overall well-being.

## 7. References

- Adidharma, W., & Chung, K. C. (2023). Managing time, our most valuable resource. *Plastic and Reconstructive Surgery*, 152(2), 255–258.
- Al-Juboori, A. K. (2022). Quality of Life for anxiety Patients in Holy Kerbala City. *Journal of Pharmaceutical Negative Results*, 13.
- Alzeyadi, S., Mahdi, Z., Ali, A., & Abd, H. N. (2024). The Relationship of Time Management in Relieving Work Stress. *International Journal of Medical Sciences And Clinical Research*. <https://doi.org/10.37547/ijmscr/Volume04Issue12-06>

- Brown, A. D., Ross, N., Sangraula, M., Laing, A., & Kohrt, B. A. (2023). Transforming mental healthcare in higher education through scalable mental health interventions. *Cambridge Prisms: Global Mental Health*, 10, e33.
- Cummings, R. G., & Holmes, L. E. (2009). Business Faculty Time Management: Lessons Learned from the Trenches. *American Journal of Business Education*, 2(1), 25–30.
- Darbishire, P., Isaacs, A. N., & Miller, M. L. (2020). Faculty burnout in pharmacy education. *American Journal of Pharmaceutical Education*, 84(7), ajpe7925.
- Fu, Y., Wang, Q., Wang, X., Zhong, H., Chen, J., Fei, H., Yao, Y., Xiao, Y., Li, W., & Li, N. (2025). Unlocking academic success: the impact of time management on college students' study engagement. *BMC Psychology*, 13(1), 323.
- Gul, R., Tahir, I. U., & Batool, T. (2021). Impact of teachers workload on their time management skills at university level. *Indian Journal of Economics and Business*, 20(3), 819–829.
- Impas, R. T., & Gempes, G. P. (2018). The moderating effect of time management on the relationship between quality of work life and personal effectiveness of junior high school teachers in Davao Region. *Int. J. Manag. Excell*, 12, 1713–1726.
- Li, C., Liu, M., & Wang, Y. (2016). Study on Providing Professors with Efficient Service Based on Time Management Strategy. *Journal of Education and Learning*, 5(3), 252–257.
- Ramachandaran, S. D., Nuraini, R., & Doraisingam, P. (2024). Understanding work-life balance challenges among academic professionals in higher education: A phenomenological study. *International Journal of Learning, Teaching and Educational Research*, 23(12), 130–147.
- Sanchez, H. M., Sanchez, E. G. de M., Barbosa, M. A., Guimarães, E. C., & Porto, C. C. (2019). Impact of health on quality of life and quality of working life of university teachers from different areas of knowledge. *Ciencia & Saude Coletiva*, 24, 4111–4123.
- Sanfilippo, F., Pomeroy, C., & Bailey, D. N. (2023). Faculty Career Development and Wellness. In *Lead, Inspire, Thrive: A Handbook for Medical School Department Chairs (And Other Leaders)* (pp. 117–123). Springer.
- Sharif, M., Mogilner, C., & Hershfield, H. (2018). The effects of being time poor and time rich on life satisfaction. Available at SSRN 3285436.
- Sharma, B. P. (2024). A Systematic and Observational study of good Time Management. *Prajnik Bimarsha प्राज्ञिक विमर्श*, 6(11), 159–167.
- Shetty, M. O., & Bhat, G. (2023). Faculty Wellness in Higher Education: A Systematic Review of the Concept. *Tuijin Jishu/Journal of Propulsion Technology*, 44(06), 2023.
- Smith, J. B., Tillman, K., & Lee, O. D. (2024). Work-life balance: The importance of time management, working efficiently and self-care. *Journal of Nursing Education and Practice*, 14(3), 33–38.
- Wei, C., Ma, Y., & Ye, J.-H. (2025). The mechanisms linking work-life balance and well-being among Chinese college teachers. *Frontiers in Public Health*, 13, 1602643.
- Xiaomei, W. (2023). Exploring issues and solution strategies in balancing the work and life of university teachers. *Academic Journal of Humanities & Social Sciences*, 6(18), 65–71.

- Young, A. N., Bourke, A., Foley, S., & Di Blasi, Z. (2024). Effects of time management interventions on mental health and wellbeing factors: A protocol for a systematic review. *Plos One*, *19*(3), e0288887.
- Zhukovska, A. (2021). Modern methods and technologies of time management. *Bulletin of VN Karazin Kharkiv National University Economic Series*, (101), 79–93.