

Time Management as it Contributes to the Sense of Well-Being among College Students

Nursing Theory and Research

Spring 2015

Minot State University

Submitted to the N363 faculty in partial fulfillment of the requirements of Nursing 363

Abstract

The purpose of this study is to test the effects of time management on college student's well-being. Clients who participated in this study answered a twenty seven question survey where no control group was used. Each client completed a survey that was provided online. A person's well-being is affected by many factors in one's life including: stress, sleep, social activities, eating habits, work and school. The goal of this research is to evaluate how college students manage their time and how it affects their well-being. Although college students spent time on school work they still find the time to balance sleep, work, and social interactions which seems to facilitate a sense of well-being.

The Effects of Time Management on Well-Being among College Students

The pre-professional researchers were curious about how other students managed their time. Time management seemed to have some influence on a sense of well-being and health among college students. The researchers realized that there are many factors that contribute to a sense of well-being. Student nurses have a multitude of assignments which require prioritization. The nursing profession has many obligations which require time management. The researchers determined that time management could be related to a sense of well-being among college students.

Literature Review

Time management is an issue in all aspects of life. This brief literature review will include college and well-being, nutrition, technology, sleep, time management, and social activities. College students are away from home for the first time. Finding a balance among school, social interactions, and employment can challenge their time management skills.

College and Well-being

Several studies (Beiter, Nash, McCrady, Rhoades, Linscomb, Clarahan, & Sammut, 2015; Pedersen & Jodin, 2014; Cooke, Bewick, Barkham, Bradley, & Audin, 2006) have shown that college students generally have higher stress levels than the general population. Cooke et al. (2006) findings show “clear evidence that regardless of whether a student’s overall psychological well-being is defined as being in the normal or vulnerable population, a greater strain is placed on their psychological well-being at all times once they start at university compared with the period of time immediately preceding entry.”

A conservative level of stress can be constructive for motivation and performance. However, excessive stress levels cause both role performance and overall health to suffer. Overwhelmed and stressed students tend to have lower academic scores and be less satisfied with their academic abilities and progress, and also have lower self-esteem than students with better coping abilities and who report lower stress levels (Pedersen & Jodin, 2014). There are several factors that contribute to this stress with the most common being concerns of academic success, finances (both personal and related to school), personal relationships, body image, overall health, and concerns about the future. Generally, the most troubled, anxious, and depressed student were those living off campus, and transfer students (Beiter et al., 2015). Women also were almost twice as likely to be stressed as men (Pedersen & Jodin, 2014). There is a disagreement between two studies (Beiter et al., 2015) & (Pedersen & Jodin, 2014) in regards to which class level has the higher stress level. Beiter et al. says that upper class tend to have higher level of stress and anxiety. However, Pedersen and Jodin say that freshmen and sophomores have higher stress levels.

Nutrition

“Young adults’ dietary habits are among the poorest of all age groups.” Being a young adult it’s hard to find the time to prepare and eat regular meals due to school, work, and other time consuming activities. Lack of time is reported as the main reason for poor diet and also a barrier to physical activity. Some students were able to balance the two and maintain healthy lifestyle despite the time demands. It was shown that women, 4-year students, and students with low socioeconomic status had more time constraints. Having a heavy course load and little financial support resulted in less healthy meal choices. Working longer hours were crucial predictors of time constraints among men (Pelletier & Laska, 2012).

Technology

Currently technology has a big impact on students' lives. With phones being able to do anything a computer can, people have a readily available hand-held procrastination machine. Those who spend more time on Facebook have been found to have a slightly lower GPA than those students who do not (Michikyan, 2015). Facebook, being one of the most popular social media sites today, is used on average about two hours and forty minutes a day (Michikyan, 2015). Technology not only affects grades, it also impacts students by targeting their health. Technology affects sleep and nutrition which ultimately affects the student's BMI (Melton, 2014). Technology is more of a distraction than watching TV (Melton, 2014). Social networking and media sites are often used as a means of positive support for people to deal with their weight and life changes associated with stress and school work load (Melton, 2014). Students who had a tendency to spend more time using technology also had less hours of sleep per night. Watching TV and movies is more prevalent now in students' lives because of how easily accessible TV and movies are, thanks to the internet. Social media and watching TV or movies are the top two distractions students now deal with (PR, 2014). Students often find difficulty making time for the recommended amount of study hours (Hanson, Drumheller, Mallard, McKee, & Schlegel, 2011). Today, more emphasis is spent on staying connected with friends rather than studies. Most students spend a majority of their study time on assignments and homework than studying the actual material necessary (Hanson et al., 2011).

Sleep

Sleep is essential for a number of reasons. It restores our energy, strengthens memory, and helps our bodies fight off illness and fatigue. Getting adequate sleep is considered important not only for psychological well-being and physical health but also for cognitive performance

(Coveney, 2014). Sleep deprivation impacts brain function, attention span, mood, and reaction times (Coveney, 2014). The CDC recommends that adults get between 7-8 hours of sleep every night (CDC.gov). In a previous study conducted by the Sociology of Health and Illness, students interviewed agreed that sleep is important in a biological sense but did not consider it a priority. They reported only getting 4-5 hours of sleep on weekdays and then making up lost time by sleeping 10-12 hours on weekends. They also reported all-nighters as being very useful when under pressure and that sleep can sometimes feel as a waste of time. Sleep, in other words, was a last priority and often cut back on in favor of work demands and social activities.

Social Activities

Students face different commitments outside of school whether it's volunteering, playing sports, having internships, joining clubs, or participating in other activities. The majority of college students are required to balance their extracurricular activities, while trying to set aside enough time to be successful academically. A recent study conducted at West Texas A&M University found that students are more concerned about social activities and hanging out with their friends rather than their school work. Most students agreed that their extracurricular often distract them from studying and attending class (Hanson, Drumheller, Mallard, McKee, Schlegel, 2011). Although students want to make school a priority in their life, the need for social activities frequently take priority over academics. Students often feel challenged trying to fit everything into their schedules, while trying to prioritize their wants over their needs.

Time Management

Students who are more conscious of their time management and where they tend to spend their time, generally have a higher GPA than those students who do not have any type of time management skills (MacCann, 2012). Time management is not fully dependent on having just

conscientiousness but more focused on the actual time management because anyone can be taught a set of behaviors and habits that help with time management (MacCann, 2012). When students are working and need to find time for family and friends, they often find that their time slips away from them (Nadinloyi, n.d.). Students often find that they are not able to complete every task or job asked of them. Time management is described as a “set of habits” or “learned behaviors” because not everyone manages or responds to their time the same (Nadinloyi, n.d.). Many students base their time and activities on their goals that they have set for themselves (Ozsoy, 2014). Students base their time around their goals by setting the actual goals, developing attitudes according towards the goal and what it is going to take to achieve and reach the goals in a timely and reasonable manner. Learning to time manage reduces stress and pressure off of students which aids in the learning process (Ozsoy, 2014). A high number of students report being procrastinators and admit that it impacts their study habits, and nearly half of these students report negative impacts on their grades due to procrastination (PR).

In summary, college students have higher stress levels than most other groups of people. This stress is caused by many factors and can cause things such as poor time management that can in turn cause more stress. Technology plays a major role in the stress of college students. With the high level of stress grades and physical and emotional health can suffer.

Theoretical Framework

This study utilizes Pender’s theory of health promotion. The health promotion model was designed to be a “complementary counterpart to models of health protection” (2011). It defines health as a positive dynamic state rather than simply the absence of disease. Health promotion is focused at increasing a patient’s level of well-being. Pender’s model focuses on three areas: individual characteristics and experiences, behavior-specific cognitions and affect, and behavior

outcomes. The theory notes that each person is an individual with different experiences that can affect their own actions.

The Health Promotion Model says that individuals have distinct characteristics and experiences that affect their decisions and behaviors and that nursing interventions can help change or modify these behaviors. The desired outcome of health promoting behavior is to better health and better quality of life.

Pender emphasizes that Health Promotion Model basically looks on how a person can better themselves or maintain good health status, which relates on how a person can improve their health by good time management. With good time management a person is able to stay organized, which allows them to focus on other aspects of life such as eating right, exercising, or getting enough sleep.

Research Question

How does time management contribute to the sense of well-being among college students?

Methodology

This study utilized a quantitative design. This form of research is a one-time collection of data without a control group.

Sample

The sample included college students at a Midwestern university. The college students varied in ages, employment, family obligation, and educational interest. A number of the students are from other countries.

Setting

The university is located in a rural Midwestern community with a population of roughly 41,000 people (Current Minot, 2015). The Midwestern economy is based on agriculture, oil extraction and a military installation nearby. Enrollment admission for the spring 2015 semester was approximately 3500 students. The university offers 60 bachelor and 9 master degrees. The student body is made up of many cultures from the region and international population.

Protection of Human Rights

The participants of this research study were informed of their rights and participation was entirely voluntary. Data was kept in a locked area and destroyed upon completion of the study. Institutional Review Board approval was obtained (Appendix A). A consent form was also provided in the beginning of the survey which implied that completion of the survey gave consent. There were no names required. Survey monkey was utilized for data collection which eliminated identification of participants. All data was presented in the aggregate.

Data Gathering Tool

This is a quantitative research study focusing on the effects of time management on the well-being of college students. The survey was developed and distributed during the months of March and April 2015. The survey consisted of twenty-seven questions pertaining to stress, sleep patterns, social activities, eating habits, work, school, and many other factors. The first five questions are based on college major and amount time of spent on studying/homework per week. The following three questions pertained to nutrition. Next, there are three questions relating to the amount of time college students set aside for themselves. Another five questions dealt with home life. The next three questions dealt with sleep patterns. Five more questions

relate to time management and college students' structure of their days. The final three questions pertain to stress/anxiety level. The survey consisted of multiple choice, multiple answer, fill-in-the-blank, and ranking questions.

Data Analysis

One hundred and fourteen surveys were completed. Survey Monkey and Microsoft Excel were used to analyze this data.

Students were asked how many years they have completed at a University. Out of 114 surveys 52 have completed 2 years or less, 23 have completed 3 years, and 38 have completed 4 years or more at University.

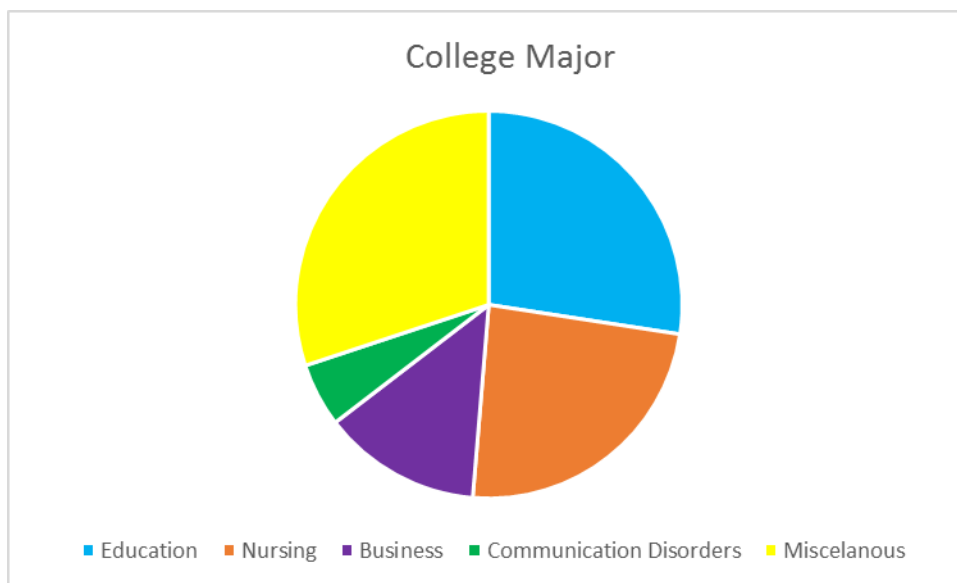


Figure 1

In response to the question of what is your major. Out of 113 respondents 31 are education majors shown in blue, 27 nursing majors shown in orange, 15 business majors shown in purple, 6 communication disorders majors sown in green, and 34 in a variety of different majors shown in yellow. See Figure 1.

In response to asking students how many hours they spend studying. From 113 respondents study hours Monday-Friday 75 studied 10 hours or less, and 38 study 15 hours or more. On the weekends 83 study 6 hours or less, 12 study for 8 hours, and 18 study for 10 hours or more.

When asked what type of homework takes the most time rating on a scale of 1-4 with 1 being most time consuming and 4 being least time consuming. 114 students responded and of those 94 students thought research papers were most time consuming. 74 said presentations were the most time consuming. 74 students also said that textbook assignments as being least time consuming. 94 said that they had other types of homework that were least time consuming.

In response to how many times students eat out, cook home cooked meals, and how often they eat healthy. 79 of 113 respondents eat out 1-3 times per week, 74 of 114 answered they ate home cooked meals more than 4 times per week. Of these meals ate 99 of 111 said that they felt that they ate healthy sometimes.

When asked how important it is to set aside time for yourself for a good sense of wellbeing. 99 of 113 rate that having time set aside for themselves for their wellbeing as being somewhat or very important.



Figure 2

About 90% (64/114) of the total respondents' state they set aside up to 2 hours when asked how much time per day you set aside for yourself. See Figure 2.

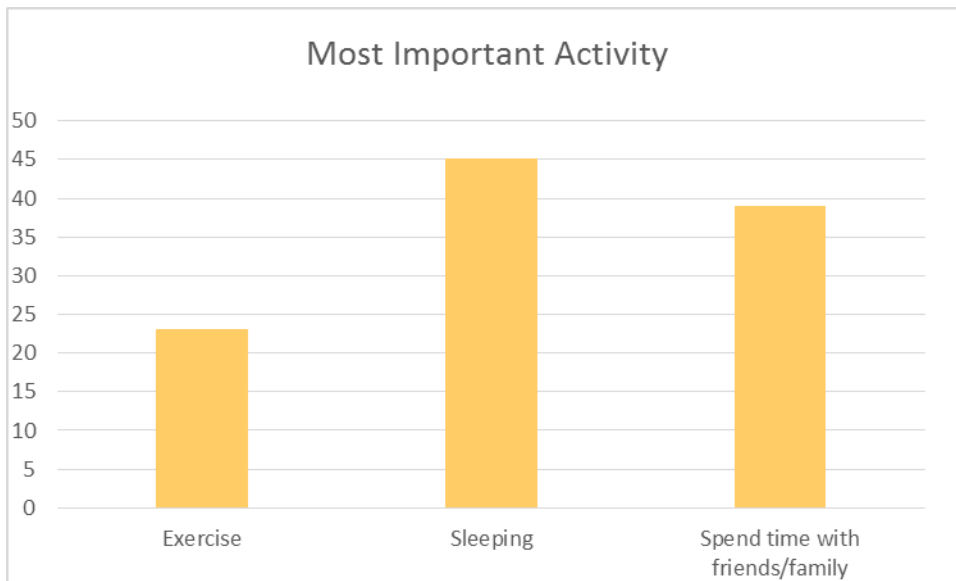
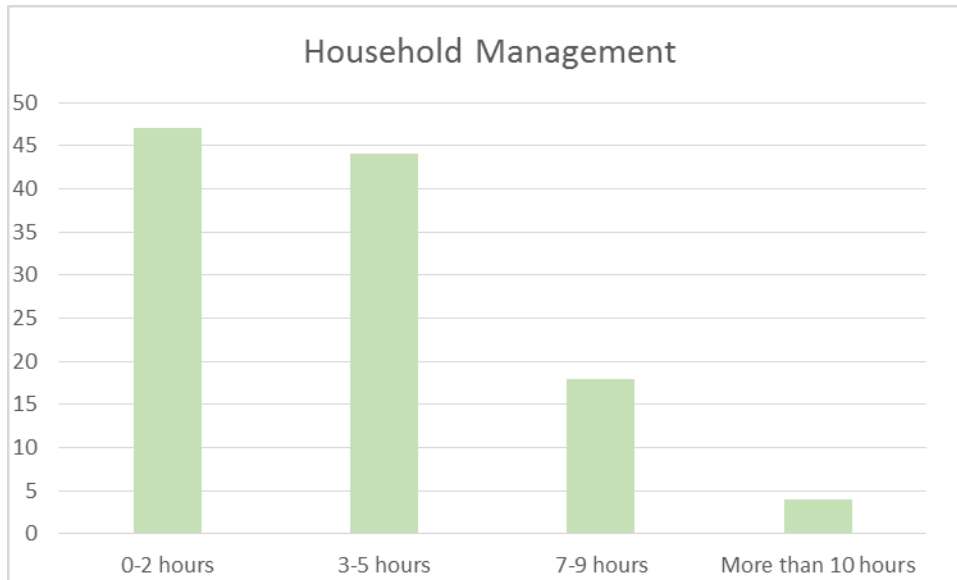


Figure 3

When asked which activity you think is most important for a sense of well-being, 45 out of the 114 respondents rated sleep as the most important (Figure 3), 39 of the total said spending time with family or friends is most important, and 23/114 rated exercise

**Figure 4**

Of the 114 respondents, 91 people spend up to 5 hours on household management, which includes: chores, grocery shopping, errands and cleaning each week. Figure 4 shows that there is a close correlation of students spending from 2 to 5 hours on household chores. In this sample, students show that household management/chores do not take up too much time.

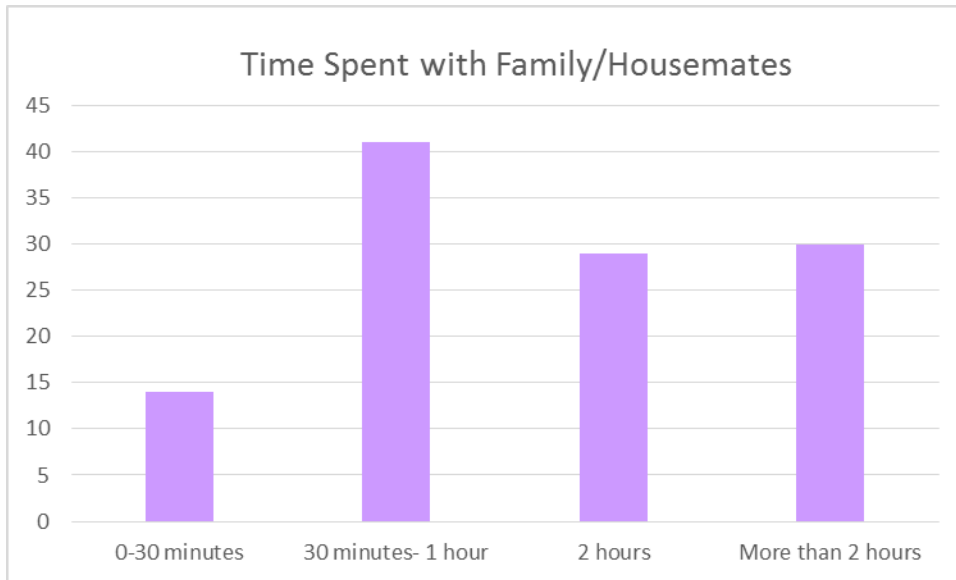


Figure 5

Over half of the respondents (61%) spend on average anywhere from 30 minutes to 2 hours engaging with family or housemates when asked on average how much time per day you spend engaging with your family/housemates (visiting, talking on the phone, skypeing, etc.) and another quarter of the respondents spend more than 2 hours. (See Figure 5)

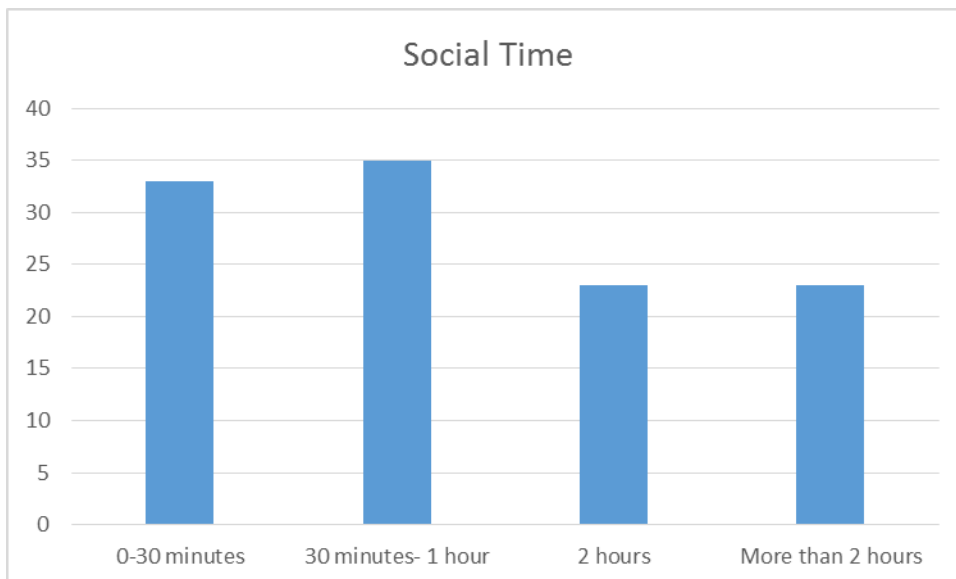


Figure 6

Three quarters of the respondents on average spend up to an hour engaging social with friends (not including housemates) per day. Another quarter of respondents' state they spend

more than 2 hours engaging socially with friends each day. (See Figure 6) This suggests that students still do have the time to spend socially interacting outside of studies.

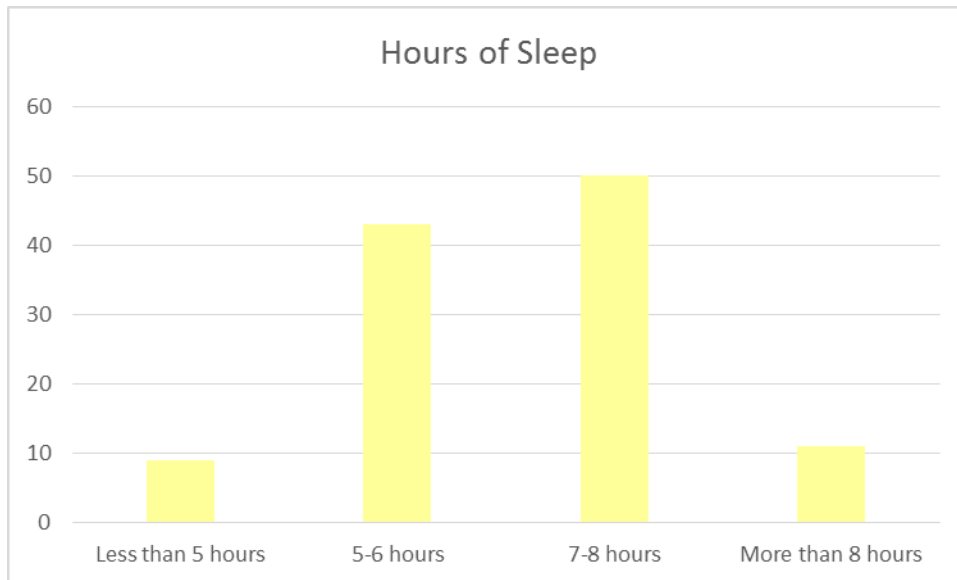
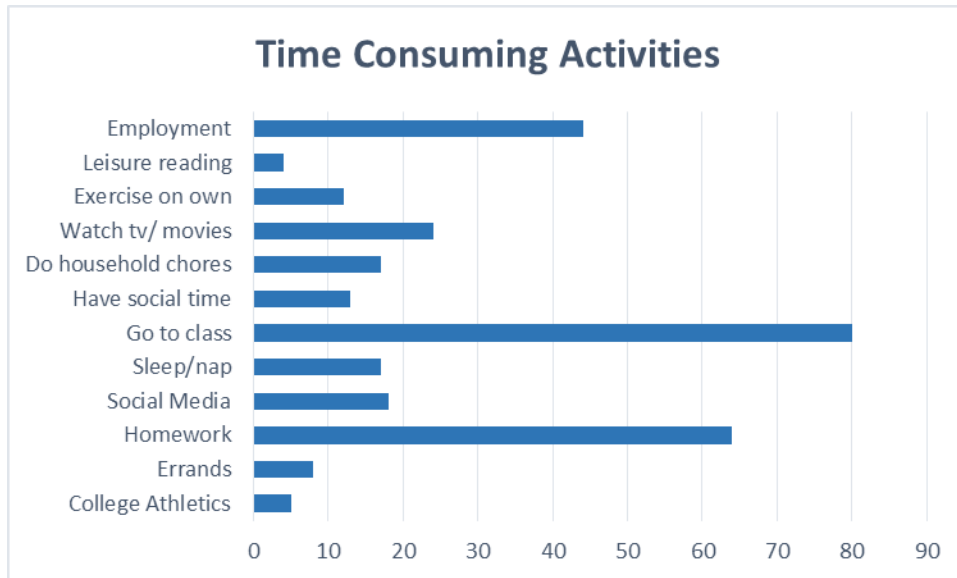


Figure 7

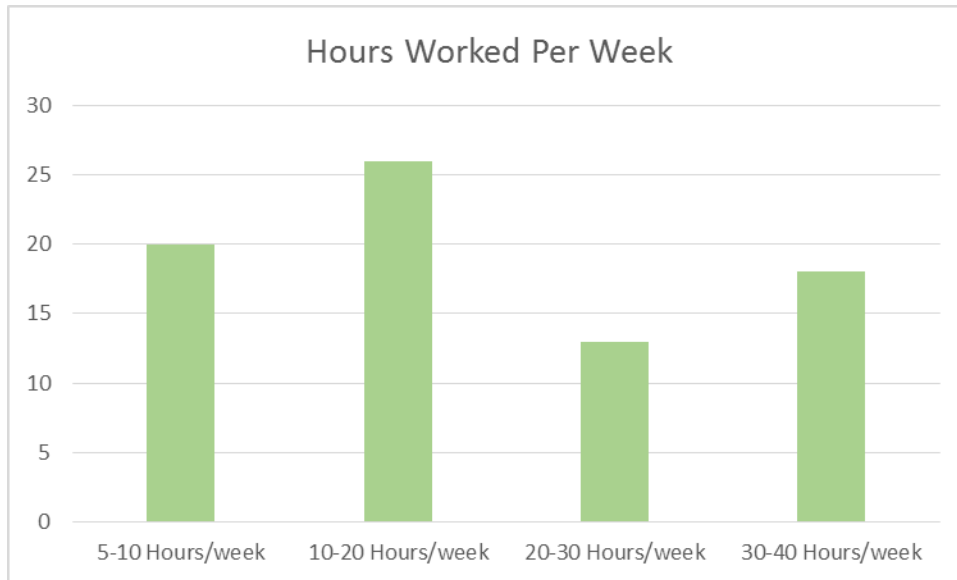
When asked how many hours of sleep do you get a night, 93/114 of the respondents said that they get from 5 to 8 hours of sleep a night. (See Figure 7) This sample of students showed to get more sleep than literature indicated.

Students were asked on an average if they felt rested after a night's sleep. Of the 113 respondents, 89 students said that they occasionally or rarely feel rested after a night's sleep.

When the participants were asked what they do to help them fall asleep they responded with a variety of different methods used to help promote sleep. There were 84 respondents 19 do nothing to help them fall asleep, 22 listen to music or watch TV, 10 use some sort of medication whether it be melatonin or a prescription medication, 9 read, and 24 use a variety of other methods to fall asleep.

**Figure 8**

When asked what consumes most of their time throughout the day, respondents were asked to select 2 two out of the 10 answers. Eighty of the respondents said that they go to class, 64 said they do homework, and 44 said they are employed. (See Figure 8) If employed while in school, each respondent was asked to specify employment. 41 of the total 114 survey respondents are unemployed. The other 73 respondents' jobs range anywhere from tech support, clerks, servers, peer mentors and other employment opportunities.

**Figure 9**

Students were asked how many hours per week do they work. Of the 77 respondents, 46 students work an average of 5-20 hours a week and 31 students work between 20-40 hours a week. (See Figure 9)

Students were asked on average, how many hours per day they spend using social media, such as Facebook, Pinterest, etc.) Of the 113 respondents, 75 students spend an average of 1-2 hours using some type of social media and 30 students said they spend an average of 3-5+ hours a day.



Figure 10

Students were asked to rate their average stress/anxiety level on a 1 to 10 scale (1 being none and 10 being overwhelmed). Of the 114 respondents, 28 students rated their stress/anxiety level 7 out of 10, 22 students rated their stress/anxiety level 6 out of 10, and 15 students rated it 8 out of 10. (See Figure 10)



Figure 11

Students were asked to rate their time management skills on a scale of 1 to 10 (1 being poor and 10 being excellent). Of the 114 respondents, 21 students rated their time management skills 7 out of 10, 20 students rated it 6 out of 10 and 19 students rated it 8 out of 10. (See Figure 11)

Students were asked to use one of four terms (thriving, managing, struggling, suffering) to measure their individual well-being. Of the 114 respondents, 73 students used the word “managing”, 20 students used the word “struggling”, 16 students used the word “thriving” and 5 students used the word “suffering”.

In summary, despite the time spent on school work, students still manage to have a grasp on a sense of well-being. The survey shows that a majority of students get an adequate amount of sleep, are managing in their well-being and still able to have social interactions.

Conclusion

In conclusion, the research shows that time management is related to a sense of well-being among college students. Of the 114 participants, the majority showed many ways that college students increased their well-being by not only prioritizing, but focusing on their needs. Most college students in the study spent most of their time in class, doing homework, and going to work. The time in between needs to be prioritized in order to be successful in college and juggling life in general.

First, set aside 1-2 hours for yourself a day. This could include going for a walk, meditating, or simply listening to music. Pick three days out of the week to collaborate exercise into the time you choose to set aside for yourself; even if it's only 15-20mins. The majority of

students rated their stress/anxiety between 6 -7 out of 10. Exercise and taking time for yourself has been proven to decrease levels of stress and anxiety.

Lack of sleep adds to stress and anxiety; many participants obtained 5-8 hours of sleep with 89 out of 113 stating they occasionally or rarely felt rested. Getting on a sleep schedule and finding a sleep remedy, like music or not using electronics an hour before bed, could help increase the quality of sleep. If these strategies don't work, a sleep study should be done to determine underlying issues.

Spending time with family and friends is another way to decrease anxiety and is important to a student's well-being. The majority of participants spent 2hrs. a day with family and described their wellbeing as manageable. Planning special events once a month on a weekend could also help make up for the lack of time and increase the quality of time with family.

Next, make a weekly meal plan by finding healthy, cheap, and easy recipes online. Incorporate your go to favorite meals into the weekly meal plan. This will help limit eating out, supply your body with nutrition, resulting in an increase of energy that each college student needs. This could also cut back on the amount of grocery shopping and money spent by making a weekly grocery list with the ingredients that correlates with a weekly meal plan.

Now that you have a meal plan, take another look at your school schedule and decide the best days to do certain chores, grocery shop, and run other errands. These days may change and unexpected situations may occur, but it's better to have a plan in order to accommodate these variables. With the average student spending up to 5 hours on managing their home a day, they could cut the time in half or more by delegating certain days of the week for each task.

Balancing tasks to increase the level of well-being is not a simple, which is why it's important to take a step back and look at time-managing techniques to enhance the student's quality of life.

Implications

Time management and well-being are important variables in the success of college students. Each student is unique in the way they manage their time, but there are outside influences that help each student in creating a system that works. Implications are made for education, practice and research.

Implications for Education

Nurse educators can efficiently connect with students by incorporating technology into the class. Tools like blackboard can be used to assign out of class work resulting in less time spent in the class room and more time to prioritize the class material, along with other obligations. However, technology needs to be up dated to maintain reliability of communication between the educator and student. Not only does the amount of time in class effect students, but having class at certain times can impact the student's time management. Whether the class time is cutting into their sleep or work schedule there is always a sacrifices to be made.

Implications for Practice

Nurses and other healthcare workers should consider time-management and wellbeing into their own practice. Nurses are not able to care for their patients, if they are not able to care for themselves. Time management is a very important aspect for a nurse at work and at home to sustain a sense of well-being. Also, prioritizing patient needs and their well-being is another skill

healthcare workers need. For example: If a patient is sleep deprived, doing a teaching plan would be ineffective until the patient is coherent. Look for signs and symptoms and prioritize accordingly.

Implications for Research

It would be beneficial for more research to be done on the effects of time management and how it correlates with a sense of wellbeing. Reaching out to a larger population of college students would give researchers a diverse outlook. For example, students who have poor sleep or time management skills are less likely to take an online survey. While students involved in research projects or manage their time well are more likely to take an online survey.

Suggestions for Further Study

In reviewing the survey, the researchers have some suggestions for further studies. Question 20 deals with activities that consume most of college students' time. This question posed an issue, in which the researchers could not associate it with any other question in the survey. A possibility would be to re-word the question to avoid forcing an answer, but instead, give the students an option to type in their own responses. Information about grade point average (GPA) could have been included in the survey. This information could have given the researchers more insight into the relationship between stress/anxiety levels and GPA. Another issue that could be researched would be the effects of employment on GPA and time management. In addition, a larger sample size including different college campuses nation-wide may produce different results than this study. For example, college students on the East coast may have different time-management skills and sense of well-being than students from the Midwest or West coast. Along with this, it could have been useful to use a more diverse

population of college majors in this study. A reward could have been offered to participants to increase the number of respondents. Lastly, other factors that could affect stress levels include college students' debt, health issues, family issues, and relationship problems, and these are not identified in the survey.

References:

- Beiter, R., Nash, R., Mccrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (n.d.). *The prevalence and correlates of depression, anxiety, and stress in a sample of college students*. *Journal of Affective Disorders*, 90-96.
- Cooke, R., Bewick, B. M., Barkham, M., Bradley, M., & Audin, K. (2006). *Measuring, monitoring and managing the psychological well-being of first year university students*. *British Journal Of Guidance & Counselling*, 34(4), 505-517.
- Coveney, C. M. (2014). Managing sleep and wakefulness in a 24-hour world. *Sociology of Health & Illness*, 36(1), 123-136. doi:10.1111/1467-9566.12046
- Current Minot, North Dakota Population, Demographics and stats in 2014, 2015. (n.d.). Retrieved February 20, 2015, from <https://suburbanstats.org/population/north-dakota/how-many-people-live-in-minot>
- Hanson, T., Drumheller, K., Mallard, J., McKee, C., Schlegel, P., (2011). *Cell Phones, Text Messaging, and Facebook: Competing Time Demands of Today's College Students*. *College Teaching*, 59: 23-30, 2011.
- MacCann, C., Fogarty, G. J., & Roberts, R. D. (2012). Strategies for Success in Education: Time Management Is More Important for Part-Time than Full Time Community College Students. *Learning And Individual Differences*, 22(5), 618-623.
- Melton, B. F., Bigham, L. E., Bland, H. W., Bird, M., & Fairman, C. (2014). Health-related

- Behaviors and Technology Usage among College Students. *American Journal Of Health Behavior*, 38(4), 510-518. doi:10.5993/AJHB.38.4.4
- Michikyan, M., Subrahmanyam, K., & Dennis, J. (2015). Facebook use and academic performance among college students: A mixed-methods study with a multi-ethnic sample. *Computers in Human Behavior*, 45, 265-272.
- Nadinloyi, K., Hajloo, N., Garamaleki, N., & Sadeghi, H. (n.d.). The Study Efficacy of Time Management Training on Increase Academic Time Management of Students. *Procedia - Social and Behavioral Sciences*, 134-138.
- Nursing Theories. (April 2011). *Health Promotion Model*. Retrieved from http://nursingplanet.com/health_promotion_model.html
- Ozsoy, D. (2014, August 6). University students' in the examination of skills and attitudes of time management. Retrieved February 20, 2015, from <http://www.sciencedirect.com/science/article/pii/S1877042814052781>
- Pedersen, D., & Jodin, V. (2015). *Stressors associated with the school spillover of college undergraduates*. *The Social Science Journal*, 1-9.
- Pelletier, J. E., & Laska, M. N. (2012). Balancing Healthy Meals and Busy Lives: Associations between Work, School, and Family Responsibilities and Perceived Time Constraints among Young Adults. *Journal Of Nutrition Education & Behavior*, 44(6), 481-489. doi:10.1016/j.jneb.2012.04.001
- PR Newswire (2014, May 27). Eighty-seven percent of high school and college students are self

proclaimed procrastinators. PR Newswire US. <http://www.prnewswire.com/news-releases/eighty-seven-percent-of-high-school-and-college-students-are-self-proclaimed-procrastinators-260750441.html>

Wellbeing. (2012, January 1). Retrieved

from <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/wellbeing?open>

Appendix A: Consent Form

Time Management and the Effects of Well-being

Invitation to participate: You are invited to participate in a study of time management and the effect it has on well-being, conducted by Minot State University's Nursing 363 Theory and Research students.

Basis for Subject Selection: You have been selected because the researchers want to obtain data from a wide variety of students to support our research.

Overall Purpose of Study: This is a survey to collect data on a variety of students on how they manage their time and how their overall well-being is affected by their time management habits.

Explanation of Procedures: If you decide to participate you will be given a short survey regarding time management and the effects it has on your overall well-being.

Potential risks and discomforts: There are no risks associated with this project. If there are any questions that you are uncomfortable answering, you may skip them and proceed to the next question. This survey is not to discriminate or be distressing, but to gather data on how students are affected by daily living tasks.

Potential Benefits: By taking this survey, the researchers are able to determine if well-being is affected by time management skills. It also might be beneficial in determining your own time management skills and ways to revise habits to better yourself.

Assurance of Confidentiality: Any information collected is confidential and will only be disclosed with your permission. Names will not be used and the department of nursing is the only agency that will view the data. The information will be stored privately online, and will be destroyed at the conclusion of the research.

Withdrawal from the Study: Your participation is voluntary. Your decision on whether or not to participate will not affect your status as a student at MSU. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time.

Offer to Answer Questions: You should feel free to ask questions now or at any time during the study. If you have questions, you may contact semester two's Nursing 363 Theory and Research students, Marita Hoffart (PI), at (701)-858-3253, or Bryan Schmidt, the Chair of the International Review Board, at (701)-858-4250.

Consent Statement

You are voluntarily making a decision whether or not to participate. Your signature indicates that, having read and understood the information provided above, you have decided to participate. You will be given a copy of this consent form to keep.

Signature of Participant _____ Date: _____

Signature of Witness _____ Date: _____

Appendix B: Survey

How Time Management Affects the Well-being of College Students

1. How many years of university have you completed?
a. 1 year b. 2 years c. 3 years d. 4 years e. More than 4 years
2. What is your college major? _____
3. Hours of homework/study during the week (Monday-Friday)?
a. Less than 5 hours b. 10 hours c. 15 hours d. Greater than 20 hours
4. Hours of homework/study during the Weekends (Saturday-Sunday)?
a. Less than 4 hours b. 6 hours c. 8 hours d. Greater than 10 hours
5. What type of homework takes the longest amount of time? (Circle) How long does that assignment take you to do? (Fill in the blank)
a. Research Paper _____ b. Textbook assignments _____
c. Presentation _____ d. Other _____
6. Do you feel you eat healthy?
a. Always b. Sometimes c. Never
7. How many times do you eat fast food or eat out per week?
a. 0 b. 1-3 time(s) c. 4-6 times d. more than 7 times per week
8. How many times per week do you eat home-cooked meals?
a. 0 b. 1-3 c. 4-6 d. More than 7
9. In regards to your well-being, how important is it to set aside time for yourself?
a. Very important b. Somewhat important c. Neutral d. Not very important
10. How much time per day do you to set aside for yourself?
a. 0-30 min b. 1-2 hour(s) c. 3-5 hours d. More than 5 hours
11. In managing time for a sense of well-being, which activity do you think is most important?
a. Exercise b. Sleeping c. Spending time with friends and family d. Other
(specify)_____
12. How many children do you have? _____
13. What are their ages? _____
14. How much time do you spend per week on household management (ex. Errands, chores, grocery shopping, etc.)?
a. 0-2 Hour(s) b. 3-5 hours c. 7-9 hours d. 10 hours or more

15. On average, how much time per day do you spend engaging with your family/housemates (visiting, talking on the phone, skyping, etc.)?

- a. 0-30 min b. 30 min- 1 hour c. 2 hours d. More than 2 hours

16. On average, how much time do you spend per day engaging socially with friends (not including housemates)?

- a. 0-30 min b. 30 min-1hour c. 2 hours d. More than 2 hours

17. How many hours of sleep do you get a night?

- a. Less than 5 b. 5-6 hours c. 7-8 hours d. More than 8 hours

18. On average, do you feel rested after a night's sleep?

- a. Always b. Occasionally c. Rarely d. Never

19. Are there certain things you do to help you fall asleep? _____

20. What consumes most of your time throughout the day? (Select 2)

- | | |
|----------------------|--|
| a. College athletics | g. Errands |
| b. Homework/studying | h. Social Media |
| c. Sleep/nap | i. Class |
| d. Social time | j. Household Chores (cooking/cleaning) |
| e. TV/movies/Netflix | k. Exercise (on own) |
| f. Leisure Reading | l. Employment |

21. Are you employed while in school?

- a. Yes (specify) _____ b. No

22. If so, what kind of job?

23. How many hours per week do you work?

- a. 5-10 hours b. 10-20 hours c. 20-30 hours d. 30-40 hours

24. On average, how many hours per day do you spend using social media (Facebook, Twitter, YouTube, Pinterest, etc.)

- a. None b. 1-2 hours c. 3-4 hours d. 5+ hours

25. On a scale of 0-10, rate your average stress/anxiety level (0 being no stress/anxiety and 10 being overwhelmed) _____

26. On a scale of 0-10, rate your time management skills. (0 being poor and 10 being excellent)

27. How would you measure your individual well-being using one of the four terms?

- a. Thriving b. Managing c. Struggling d. Suffering

Appendix C: Researchers

Literature Review

Natalia Ramirez, Megan Schonberger, Lexie Arcand, Casey White

IRB

Samantha Yatzeck, Melisa Smestad

Data Gathering Tool

Ashley Heavenor, Haley Heiser, Tanielle Brost

Data Analysis

Tasha Heisler, Deanna Merchant, Madelynne Weiss

Research Method

Kim Schlak, Kevin Cheng(Kai), Dijah Silva

Coordinators

Joyce Bridgman, Randi Buhman

Faculty

Marita Hoffart, PhD, BSN