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Review on Time Management Strategies

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ABSTRACT: ***Researchers work in a complicated setting and are responsible for a variety of roles. Distractions abound in this setting, which may sabotage productivity and efficiency. Effective time management enables researchers to stay focused on their task, resulting in increased research output. As a result, strengthening time management skills is critical to establishing and maintaining a successful research program. This article discusses time management methods that cover time evaluation, planning, and monitoring habits. The editorial staff of the Western Journal of Nursing Research suggests methods to improve time management, such as establishing realistic objectives, prioritizing, and maximizing planning, in this article. Maintaining concentration on a research program may be made easier by including a team, overcoming obstacles, and addressing possible distractions early on. Researchers can discover areas for improvement and acknowledge success by continuously assessing the efficacy of time management methods.***

KEYWORDS: ***Efficiency, Goal, Planning, Research Productivity, Time management.***

1. INTRODUCTION

A typical triad of events may detract from one's capacity to properly manage time and do research. Because these phenomena are specified independently yet seem to occur in tandem, the term "trinity" is employed. Procrastination, interruptions, and a lack of discipline are examples of these phenomena. Delay often starts with a distraction from work, followed by a lack of discipline in maintaining concentration on the initial task. Because of the interrupt and lack of concentration, one's focus is attracted to the distraction, which leads to further delay, which starts the cycle all over again. Procrastinating is the act of deferring or postponing an elevated unpleasant task in favor of a more pleasurable but lower-priority activity. Attending an interruption is described as the brief stoppage of a main objective action that diverts attention away from the intended objective. Email, phone calls, text or instant messaging, or visits from colleagues are all instances of causes of interruptions for academics. The typical knowledge worker, which includes researchers, switches tasks every 3 minutes, and it may take up to 30 minutes to return to the same job if suitably distracted.

Disruptions and the time it takes to recuperate have been estimated to take up 28% of a worker's day. Finally, discipline is described as the capacity to drive oneself to stay focused on a job despite distractions. Hard effort and perseverance are two qualities linked with discipline. As a result, a lack of discipline is defined as a lack of desire to ignore distractions via hard effort and perseverance. Procrastination, interruption sensitivity, and a lack of control result in tasks that not only do not contribute to the original objective, but also need the person to spend extra time orientating to the original job. For instance, suppose a researcher with weak time management abilities is looking for a paper on subject X. During a search, the researcher gets an email from a coworker with a manuscript on subject Y that, although unrelated to the initial topic X, tickles his or her curiosity, and he or she chooses to read the manuscript on Y rather than continue searching for papers on X. This investigator must then concentrate on looking for papers on subject X after studying the topic Y manuscript and account for the time spent reading the topic Y manuscript.

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This example shows how the researcher's lack of discipline in continuing his or her quest for a publication on subject X, coupled with the interruption from a colleague, contributed to the researcher's delay in task completion or procrastination[1].

Researchers are continuously faced with the triangle of procrastination, interruptions, and a lack of discipline, all of which detract from their capacity to properly spend their work and be productive researchers, according to Western Journal of Nursing Research 35(2)[2]. Procrastination, interruptions, and a lack of discipline all have detrimental impacts on productivity, according to Peck (2003), who was one of the first to discover this. “Life (doing research) is tough and involves both pleasurable and painful activities,” says this scholar. We have the option of moaning about these unpleasant tasks or working to finish them.” Another way to look at it is that if you spend less time procrastinating, paying less attention to distractions, and exercising greater discipline when doing unpleasant tasks, you'll finish them faster and have more time to do pleasurable things. If you procrastinate, pay attention to distractions, and have poor discipline when doing difficult tasks, they will take considerably longer to accomplish, adding to the impression that the job is unpleasant. This gloomy view of a research career may be addressed by improving time management skills, reducing procrastination and distractions, and increasing discipline, especially while participating in tasks that the researcher dislikes[3].

1. *Time Management Techniques:*

There seem to be a number of total management techniques that may be used to reduce procrastination, interruptions, and improve discipline, especially while doing research. Time management involves assigning time to tasks that will aid in the achievement of objectives. Monitoring, establishing objectives, prioritizing, planning, delegating, and analyzing time spent are all methods for time management. The following are some specific instances of these approaches:

1.1 Monitoring:

- Keep a record of how you really spend your time and during time you have set aside to concentrate on a task (be honest)
- Identify frequent instances of your procrastination, interruptions, and lack of discipline[4].

1.2 Setting Goals:

- Make a list of all the goals you want to accomplish and write them down. Each of these goals must contain a quantifiable component for the result as well as a time restriction for achieving the goal.
- After you've written down your objectives, figure out which ones are within your absolute authority and genuinely achievable within the time frame you've set. A researcher, for example, has no direct influence over the objective of having a collaborator rewrite a portion of a paper in two weeks[5].

1.3 Prioritizing:

- After you've defined all of the objectives that need to be accomplished in a certain amount of time, prioritize them.
- Focus on the greatest objective first and continuously until you have accomplished it or have temporarily exhausted the resources available to accomplish it.

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- Avoid "dual or multiple tasks," or working on two or more objectives at the same time[6].

1.4 Planning:

- Make daily "to do" lists and check off things as they are done.
- Break things down into manageable chunks that you can do in the time allotted.
- Make the most use of your time. Carry a book with you at all times. Studying on the bus or even while waiting for your adolescent daughter or son are some instances.
- Gather materials before starting a project.
- Lessen the chance of disruptions. Work is an activity, yet it is often referred to as a location. You may not be able to finish all of your finest work in your workplace. Pay attention to where you're most innovative and where you're able to concentrate the most. It's possible that your workplace isn't the most productive location to operate
- Create incentives for completing “to do” items on your to-do list, even if they are unproductive[7].

1.5 Delegating:

- Only deal with postal mail and emails once.
- Keep your curriculum vitae up to current as you accomplish new goals.
- Ask oneself, "Will my involvement in this activity help to my priority goals?" with each request for a new position at work. Develop the capacity to say "no" to chances that do not actually contribute to your priority objectives.
- Determine which duties you can do alone and which ones you can delegate to others. Know how to delegate all or part of the duties that do not need your direct involvement[8].

2. Time Spent Analysis:

If a goal isn't being met in the time allotted, look for potential roadblocks and strive to eliminate them in the future. Examine your patterns of delay, distractions, and a lack of responsibility on a regular basis. Have you all been able to make any changes?

Good time management is essential for a successful research career. The efficient utilization of a researcher's time immediately affects his or her research output and frees up time for other enjoyable pursuits. Procrastination, distractions, and a lack of discipline are all factors that lead to poor time level and operational research output. Monitoring activities, establishing objectives, prioritizing, planning, delegating, and analyzing time spent on a job may help researchers reduce the negative effect of these productivity drains.[9]

2. DISCUSSION

When we all are working with research groups, planning studies, drafting competitive, grant applications, among other things, takes a lot of time. Scores of academics have effectively utilized methods. It's critical to prioritize your tasks. Long-term scholarly objectives, as well as intermediate and current actions to attain those goals, should be the emphasis. Staying active isn't enough; it has to be goal-oriented activity. Many effective academics set both short-term and long-

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term objectives. They often set shorter-term objectives, such as finishing the techniques portion of a certain paper this week. It is not by chance that a study succeeds. It is critical to plan ahead. Studying should never be put off till one has spare time. Time for scholarly work should be set out on the calendar. If you are a daily writer, you may be able to skip additional early commitments by using your academic time to think and write. Because many individuals need more than one hour to write effectively, the plan may need to include larger blocks of time for writing. These chunks of time should be scheduled far in advance on the personalized calendar to guarantee that the time is accessible. Scholars who are well-organized are more productive than those who are disorderly. Breaking down big tasks into smaller, more manageable pieces may be very beneficial. Draft discussion, draft abstract, get drafts to coauthors, choose journal for original entry and safe direction for authors, format manuscript and citations for journal, and so on are examples of items on a handwritten activities list. These lists may help identify where help is required early on in the process. When the deadline is flexible, it is frequently much simpler to enlist the help of others. Some authors find it beneficial to begin their work anywhere else than the opening paragraph. It may be easier to write the methods section first, for example. The "to do" list may become a "ta da" list when finished things stay on the list and are marked as done in some way (e.g., strikethrough).

To save time wasted choosing the task afresh, each writing session may conclude with comments in the activities list about what particular work should be addressed during the following work session. The electronic file management system should mirror your well-organized work style. Junior investigators may benefit from looking at older investigators' file arrangement to get suggestions for their own. Distractions may wreak havoc on your study output. Reduced immediate temptations, such as cell/office phone, email and text audio alerts, drop-in visits, and so on, should not be overlooked. These immediate distractions not only waste time, but they also demand time to concentrate on academic tasks after the diversion has passed. With Chase et al. practice, we can learn to check these messages every several hours. Downloaded from wjn.sagepub.com at University of Waikato Library on June 19, 2014 Chase et al. People we interact with on a regular basis will ultimately understand that messages will be returned the same day they were received, but not at the same time. Distractions from inside may be an issue. Some academics maintain a separate list of thoughts so that when mental distractions arise, they may be quickly noted and discarded from thinking so that they can return their attention to the task at hand. Multitasking is mistakenly thought to increase productivity. Another kind of distractions is multitasking. Single-tasking is more efficient, particularly for the more complex tasks needed for research output.

Make the most of your opportunity. Be kind to oneself and to others. I used to publish my 4 or 5 most essential and priority topics on a single sheet of paper early in my research career. These preferences were tangible items or activities, such as developing a research team with a concept of social responsibility, members of these communities' interconnections for caregiver topic new recruits by November 1st, submitting the Alzheimer's Association grant by December 1st, and submitting one manuscript on the NIH caregiving study by April 3rd. I printed off the page with the priorities in big type and kept it next to my laptop in a position where only I could see it. When a message came in or a coworker walked in to ask if I could "just do this one little job... xxxx," I looked at my objectives page and structured my answer. If the demand for my time, skill, or knowledge did not directly connect to the accomplishment of one of my priority tasks, I either delayed for time to consider or replied quickly with "what a great opportunity, and any other time

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I would love to do this, but right now this won't work." I'd like to recommend that you think about... (I'd suggest another person or approach that may not take them where they wanted to go, but it would help them achieve their objective.) My email or phone answer if I postponed a decision would indeed be identical to what I just stated. I would accept and/or rephrase the request if it had a strong and direct possibility to move a priority issue ahead, for example, "Thank you for the invitation to address XX subject at the statewide aging conference." "How about we include XXX (junior faculty, PhD student) in this—I know s/he would benefit professionally and be good," or "I would be glad to present to your NP."

Be rigorous with yourself and others when it comes to time. Remember that service duties are not a replacement for the concrete outcomes you want in your research group. As a result, as a member in academic and school unit activities, meetings, and communications, you must respect others and oneself by appearing on time, giving directed contribution, and leaving at the meeting's stated end time. Allow oneself the option of leaving the conference at the planned end time with the remark, "I have another meeting, so please excuse me."

Concentrate, concentrate, concentrated on your field of scientific study. Remove tempting wandering to other "interesting subjects" to be effective in controlling your focus area. To learn the ropes of leading a team, latch on to people with experience and serve as a co-investigator. Seek the help of an experienced researcher to guide you through the process of forming a team and developing successful methods for eliciting each player's respective skills in the field of inquiry. Because you're forming a team that distributes work, synergy, and support, you'll be more productive.

Making time for research productivity necessitates foregoing other obligations. This is often a case of diverting seeming urgent requirements in order to gain significant long-term research output. It's crucial to learn to say no to these time-consuming hobbies. Depending on the circumstances, including the individual making the request, such methods would be used with caution. It is critical to solve problems in order to increase research output. A candid assessment of production time obstacles may be addressed with a mentor in order to identify possible remedies. After implementing possible solutions, reassessing quality of the research is an important element of the continuous quality improvement process for becoming more efficient. Even bright students may benefit from a mentor's insight that abandoning ineffective methods may be necessary. Finally, time management for teaching and research must be acknowledged as an essential element of school achievement at the school level. Chairs, deputy deans for study, and faculty mentors can all help manage obligations and achieve high research output. To increase research output, researchers should actively seek their help [10],[11].

3. CONCLUSION

Researchers confront a slew of threats to their performance due to inefficient time management. Several methods for efficient time management have been detailed in this article. These methods are based on a strong devotion and commitment amongst researchers to a common goal: developing and sustaining a fruitful research program. Scientists should evaluate their personal time effectively to see what obstacles and facilitators they face. Furthermore, based on this customized evaluation, developing and executing a range of methods will promote improvements in managing time habits. Finally, keeping track of progress can help you identify areas where you can enhance your time management. Time management skills must be intentionally developed by

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scientists at all phases of their careers in order to sustain an efficient and successful research program.

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