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Pursing Balance and Purpose: Multi-University Students' perception of time spend sleeping, Social media, and self-care activities.

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Pursuing **Balance and Purpose**: Multi-University
Students' Perception of Time Spent Sleeping, on
Social Media, and Self-care Activities

Infuse Joy

Sigma Region 8 Conference

September 17, 2020



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The Problem

- ▶ Students' attention is being divided among numerous activities and focusing on academics can be challenging



Screen Time

- ▶ Social media can consume vast amounts of time (Duke et al., 2017) in just the blink of an eye.
- ▶ Therefore, it is postulated that students need to learn self-control for time management.
- ▶ They found a significant positive correlation between high levels of stress and internet addiction (Al-Gamal, Alzayyat, & Ahmad, 2016)
- ▶ When students learn good study habits and social media time management skills in school it is posited that once they transition to their professional role, they will continue to use those skills throughout their life.



Self Care

- ▶ “Prioritizing close relationship such as those with family, ensuring adequate sleep, regular exercise, time for vacations, fostering recreational activities and hobbies, practicing mindfulness and meditation, and pursuing spiritual development”(Crowe, 2015)
- ▶ Some caregivers care for others to the point that they set aside their needs in order to meet the needs others as well (Halm, 2017)
- ▶ Poor self-care and awareness is linked with a decrease in the quality of care that is provided to patients (Sanchez-Reilly et al., 2014)
- ▶ It is important to establish and maintain good self-care habits
(Richards, 2013)
- ▶ “Self-care is imperative to personal health, sustenance to
nue to care for others, and professional growth” (Blum, 2014)



Purpose of the Study

- ▶ Students' perceptions of their time spent on:
 - ▶ Self care
 - ▶ Sleeping
 - ▶ Personal daily devotions
 - ▶ Social media / screen time



Methods

Research Design

- ▶ Mixed methods research design
 - ▶ Quantitative Survey
 - ▶ Likert questions
 - ▶ Qualitative Survey
 - ▶ Open-ended survey questions

**Sample
N = 323**



Procedure

- ▶ IRB approval obtained from SAU, SWAU, and U of A
- ▶ Survey created in Google Forms
- ▶ Quantitative week - Quantitative survey available
- ▶ Qualitative week - Qualitative survey available
- ▶ Survey emailed/QR Code sent/available
- ▶ Informed consents given with a click
- ▶ Surveys completed anonymously



Google

Google

Drive

Drive

CREATE



My Drive

Shared with Me

Starred

Recent

Trash

More



Install Drive for your computer

CREATE



Folder



Document



Presentation



Spreadsheet




Form



Drawing

Connect more apps


Google Forms Survey - Quantitative



Students' Perceptions of Activities of Daily Living & Spirituality - SPADLS - Quantitative 17/18

INFORMED CONSENT FORM. You are being asked to participate in a study investigating perceptions of student's activities of daily living, and spirituality. The investigators are interested in exploring nursing students' perceptions of the many activities that students participate in during the average day. If you agree to participate, you can take a computerized questionnaire. You

Google Forms Survey - Qualitative



Students' Perceptions of Activities of Daily Living & Spirituality - SPADLS - Qualitative - 17-18

INFORMED CONSENT FORM. You are being asked to participate in a study investigating perceptions of student's activities of daily living, and spirituality. The investigators are interested in exploring nursing students' perceptions of the many activities that students participate in during the average day. If you agree to participate, you can take a computerized questionnaire. You will not be putting your name on anything. The information is

Data Analysis

- ▶ Quantitative data – Descriptive statistics were conducted
- ▶ Qualitative data - Qualitative data analyses with constant comparison
 - ▶ Data was coded
 - ▶ Emerging themes were identified



Experiential Learning

- ▶ During the Quantitative week – selected data was used to run Descriptive stats
- ▶ During the Qualitative week – selected data was used to do Qualitative data analysis with constant comparison
 - ▶ Data was coded
 - ▶ Emerging themes were identified



Demographics

Gender

- **Males 16% (n = 52)**
- **Females 83% (n= 264)**
- **Prefer not to say 1% (n = 3)**

N = 320



Demographics

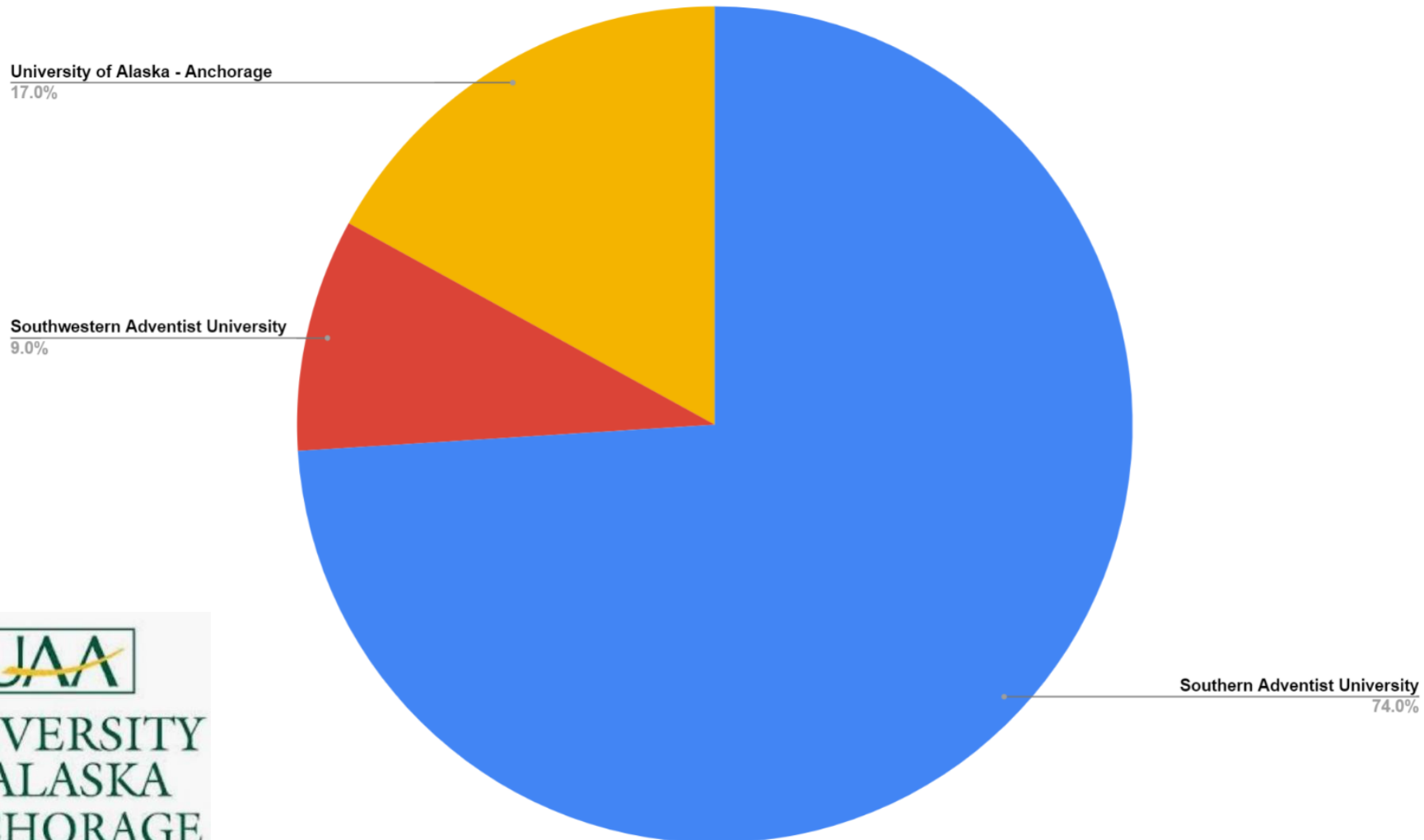
Age Range

- 18 - 20 6% (n = 18)
- 21 - 30 73% (n = 197)
- 31 - 40 10% (n = 30)
- 40 - 89 10% (n = 37)



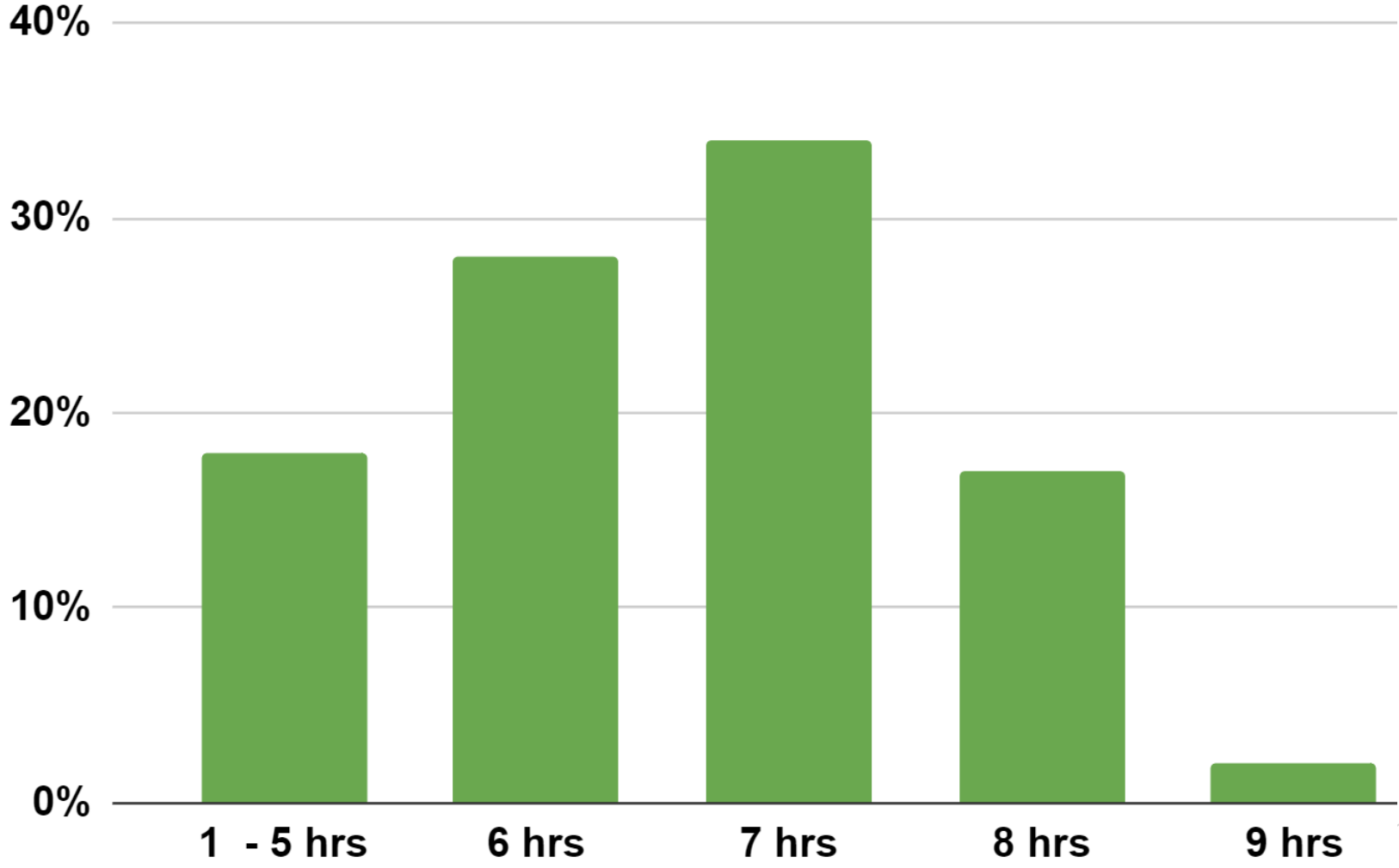
Demographics

University Participants

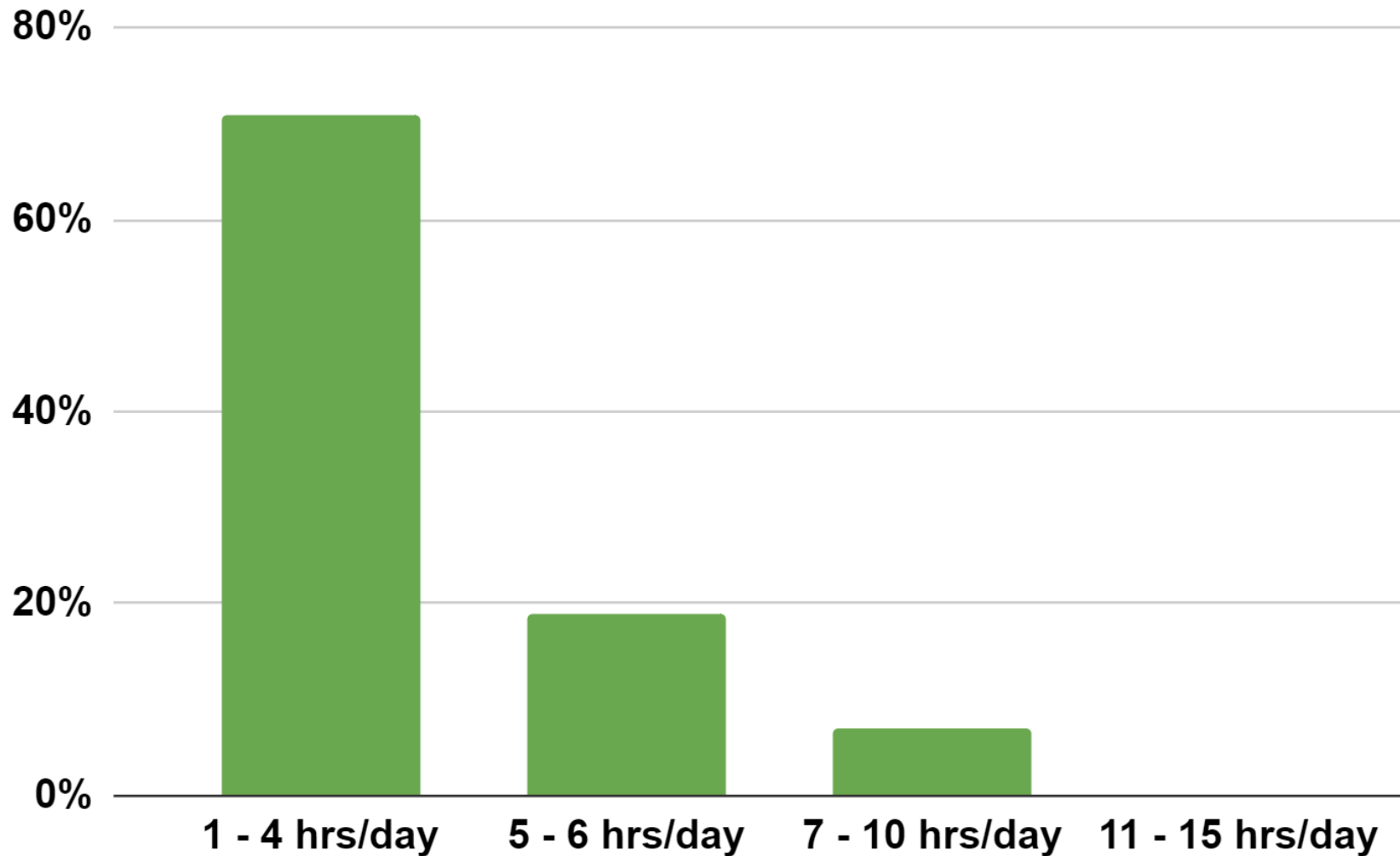


Findings

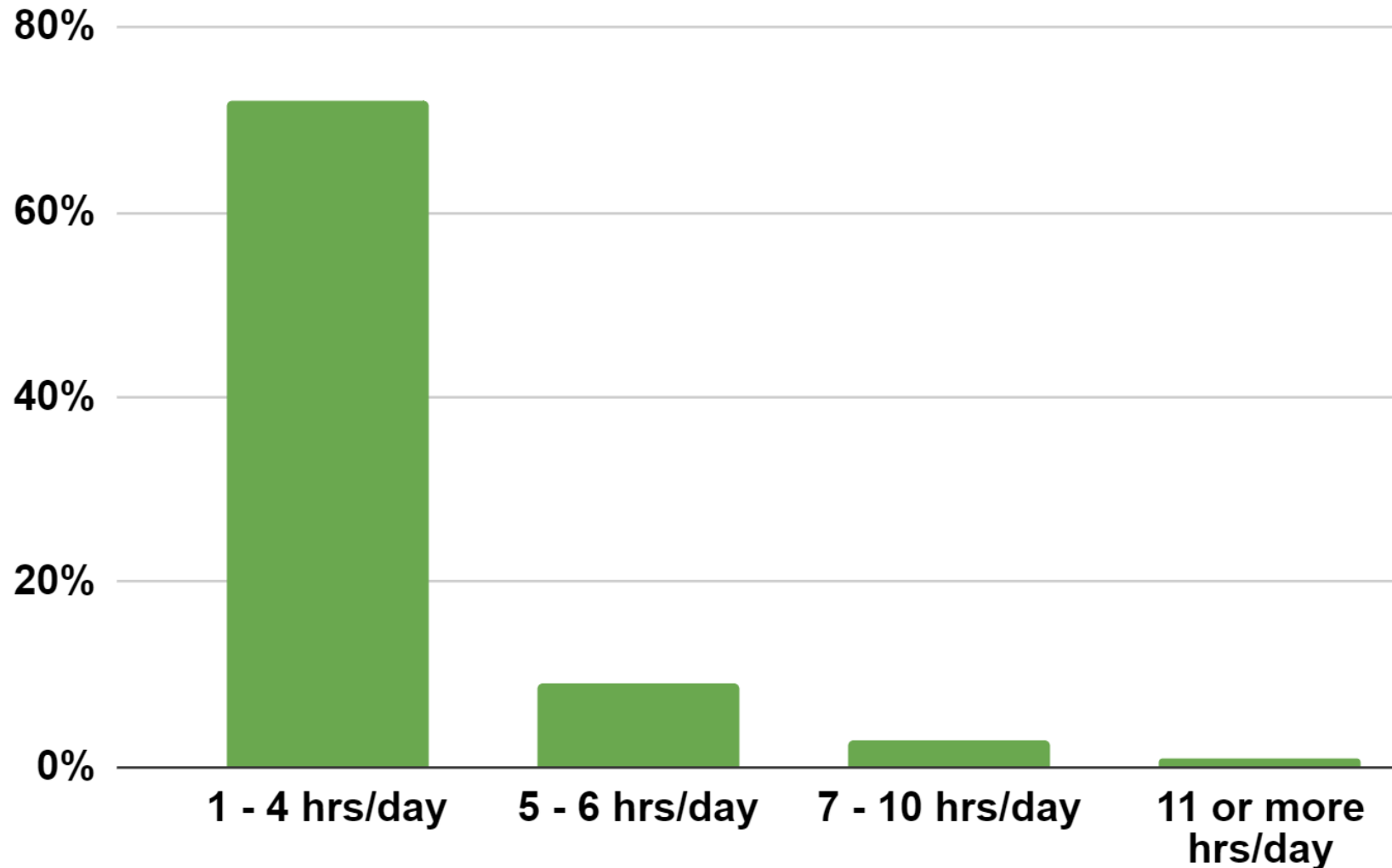
How many hours per night do you sleep?



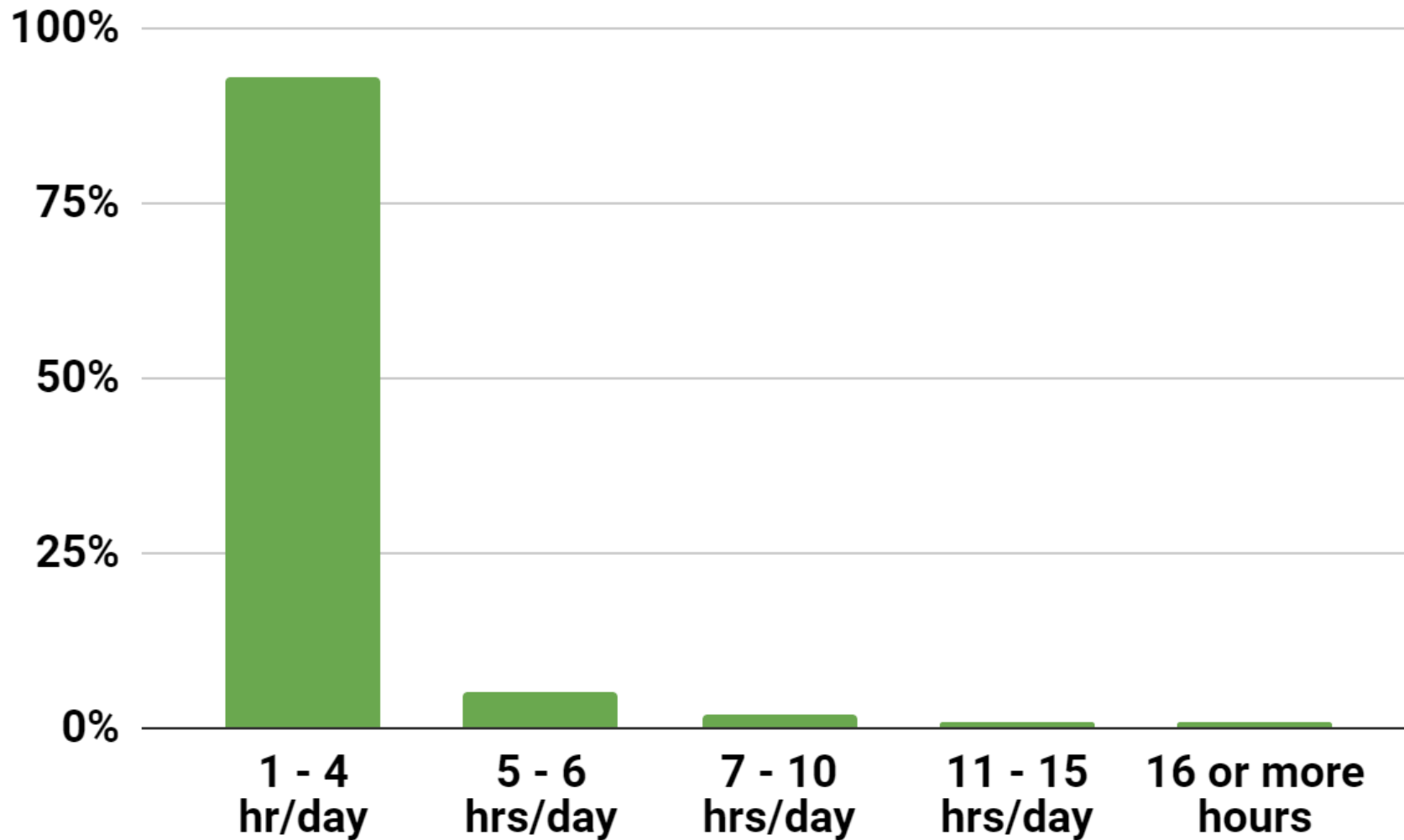
How many hours a day do you study?



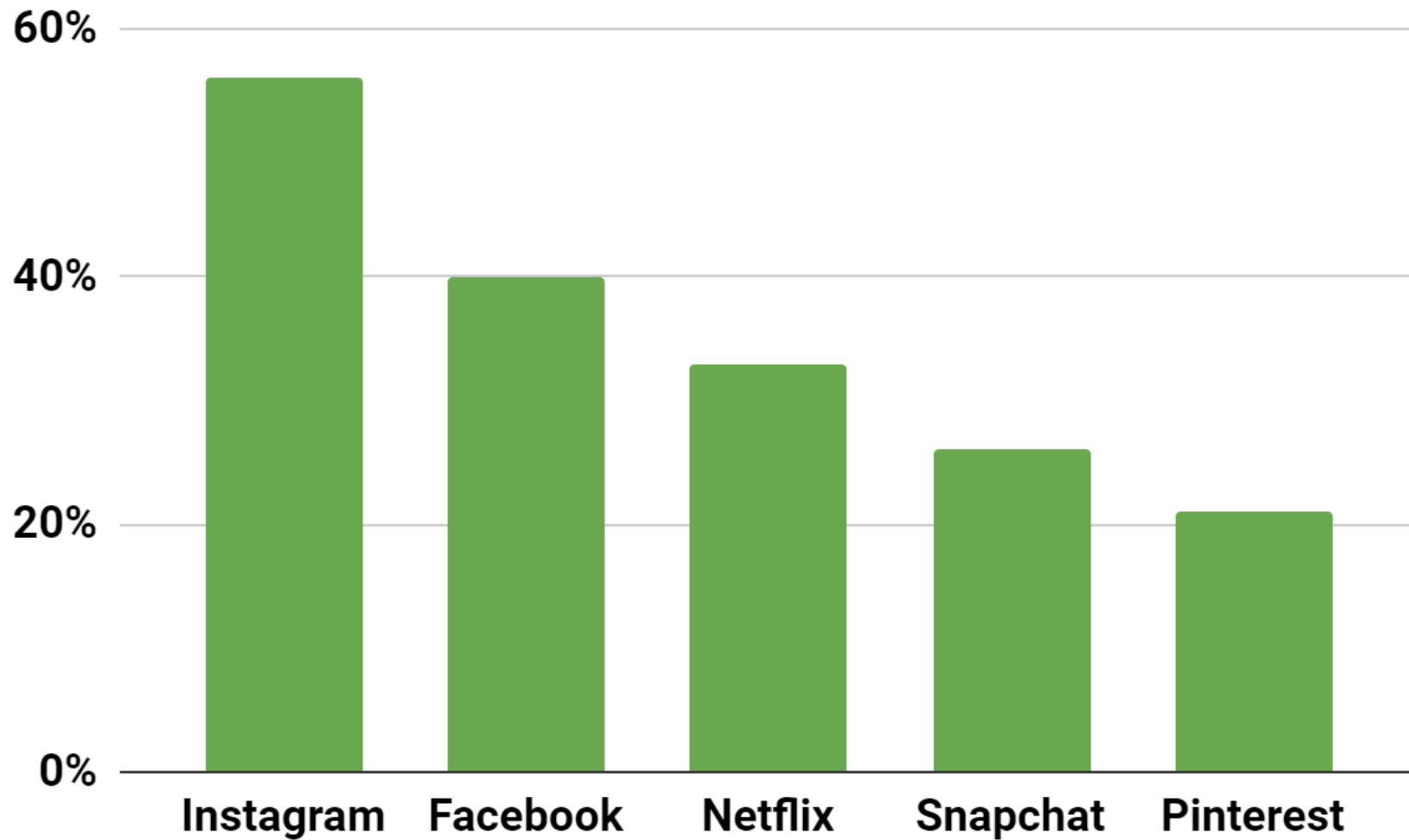
How many hours a day do you spend on an electronic device that is not work or school related?



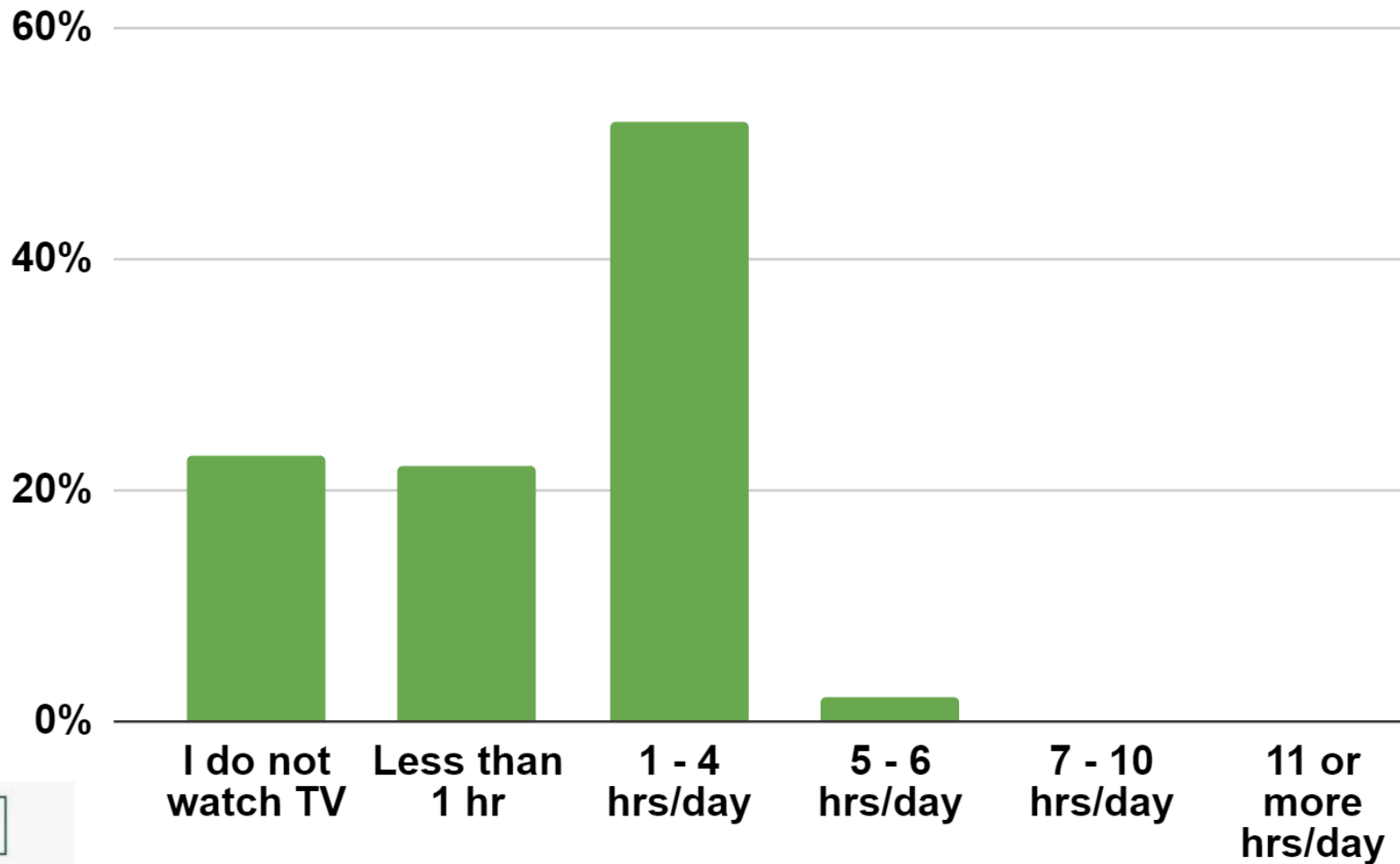
How many hours a day do you spend on social media?



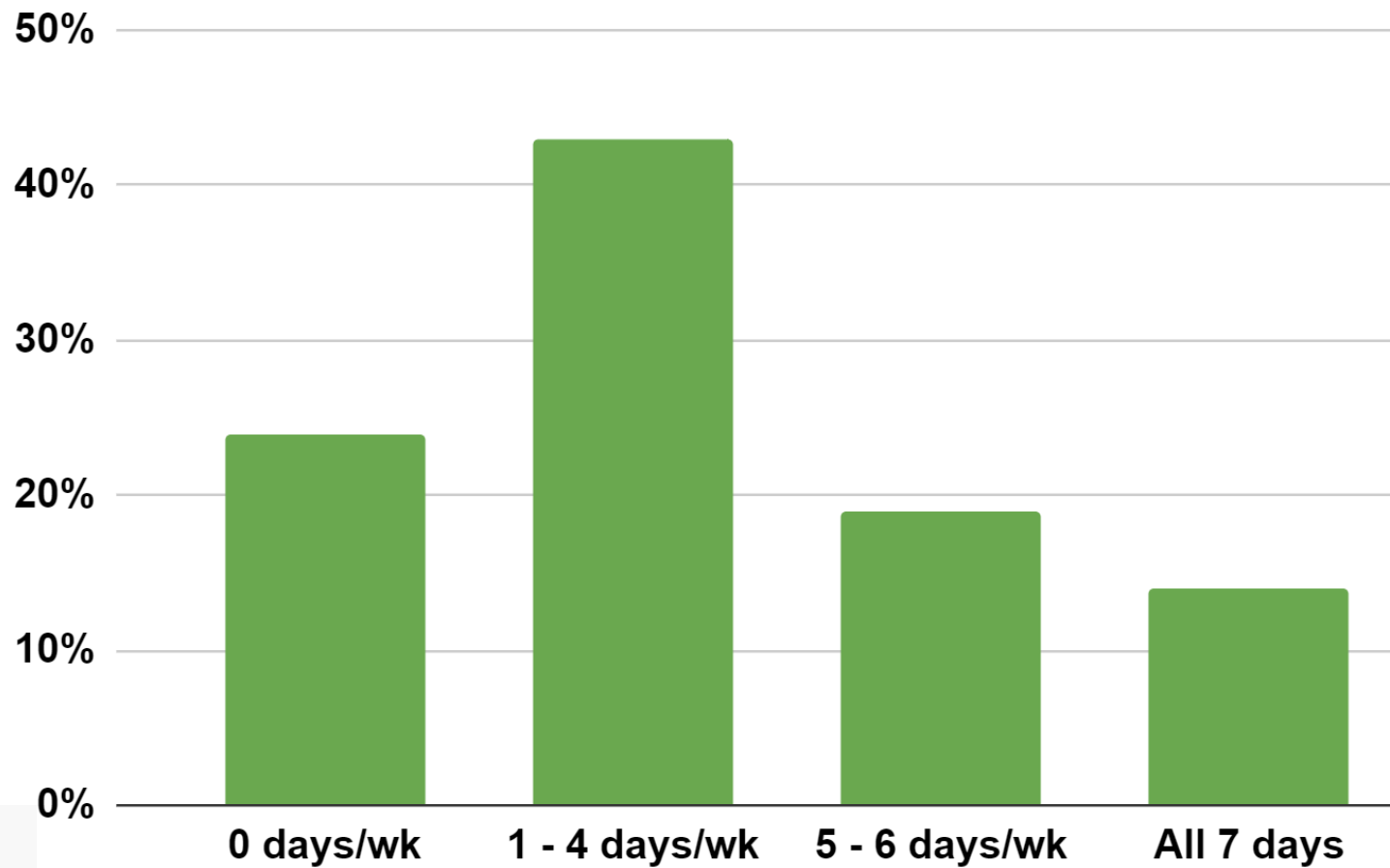
Which SM site/app do you spend your time?



How many hours a day do you watch TV/movies?



How many days/week do you have a personal devotional?



What does your personal devotional time look like?

Themes

Read/listen to the Bible 40% (n=124)

Pray 35% (n=107)

Read devotional/Christian book 15% (n=46)

Not at this time

(n=43)

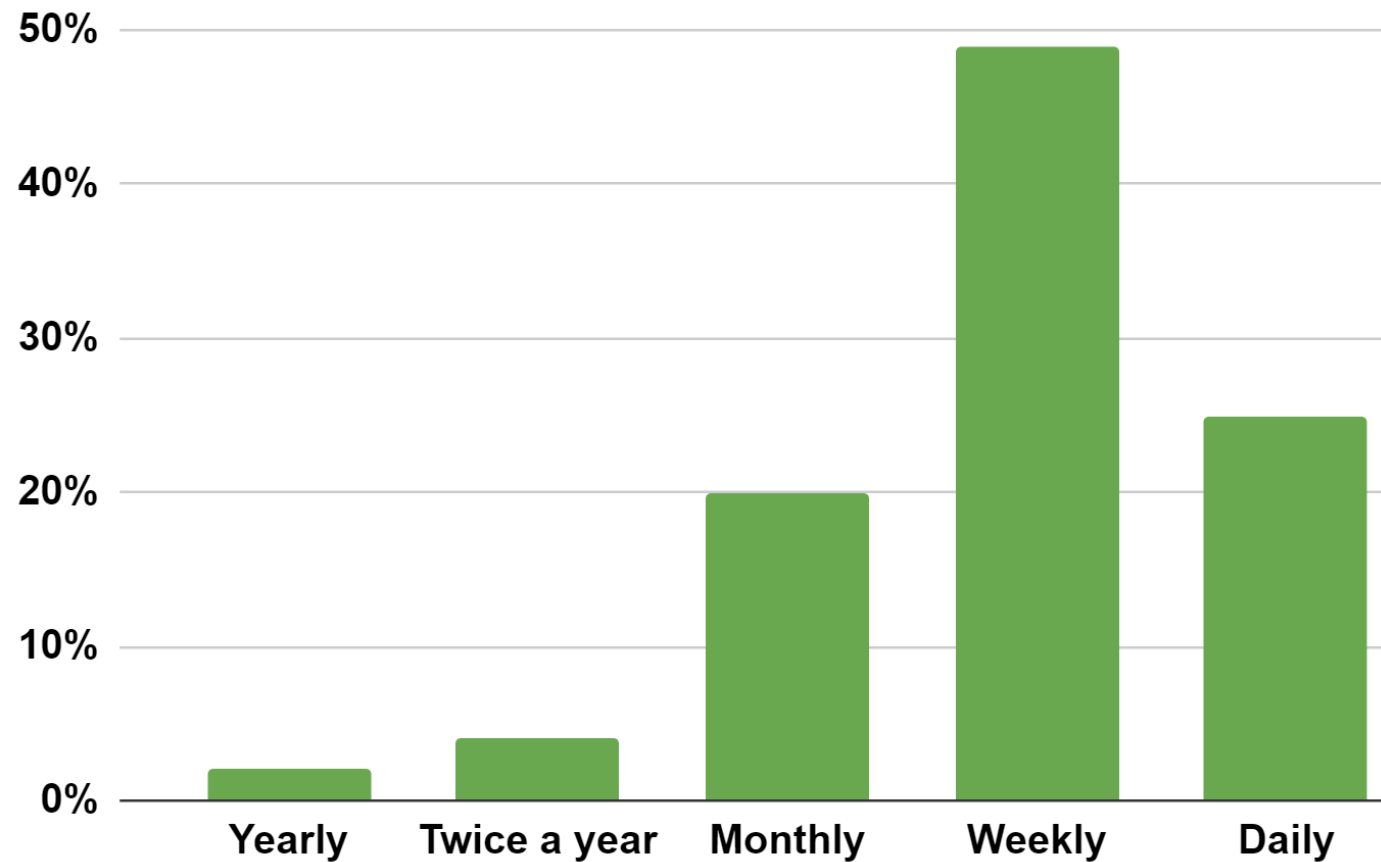
Journal

10% (n=33)



14%

How often do you participate in self-care activities?



What self-care activities do you participate in?

Themes

Exercise/walk/run/ sports	74%	(n = 76)
Rest/sleep (n = 35)		
Watch TV/Netflix & Eat	20%	
18)		
Listen to music (n = 15)		17%
therapy / shop	11%	(n =
massage, manicure)	<5%	
ed bible, alone time ADI(s)		



Global Implications

- ▶ Educators train students in the art and science of Caring, Connecting, and Empowering, which support the development of Mind, Body and Soul to “thrive in a fluid global market.” (SAU, 2020)
- ▶ As educators, it is our opportunity and calling to help our students develop effective study skills, time management skills, and life skills which includes “core essential skills” to navigate personal and professional aspects of life.



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Questions??

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Thank you!



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