

Relationship between Employee's Psychological Empowerment and Time Management Proficiency

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Abstract:

Background: Time management is crucial for empowered employees, high employee empowerment increase productivity **Aim:** aim of the study was to determine the relationship between employee's psychological empowerment and time management proficiency **Study design:** descriptive correlational design. **Setting:** The study was conducted in different administrative units at Faculty of Nursing Assiut University. **Subject:** Consisted of 81 employee's. **Tools:** Two tools were used to collect data namely, time management proficiency questionnaire and psychological empowerment scale **tool one:** Consisted of two parts. **Part one** personal data form. **Part II:** Time management proficiency questionnaire, which classified under seven dimensions **Tool II:** Psychological empowerment scale, which classified under 5 dimensions. **Results:** more than half of employees 54.3% have low psychological empowerment level as well as the highest percentage 46.9% of employees fall within moderate time management level and about 43.2% of employee had low time management level **Conclusion:** strong positive relation between employee's psychological empowerment and time management proficiency ($p = 0.000$ - $r = 0.88$). **Recommendations:** Develop empowerment training program for employee's unit managers and time management program for employees, and further researches to test the impact of time management and empowerment on productivity, organizational loyalty and commitment.

Keywords: Empowerment, Employees, & Time management.

Introduction

The most important and vital asset of any organization is its human resources. Human resources are the most significant factor in the survival of any organization. To enhance organizational success, organizations must empower their employee. Employee's empowerment is a key focus for managerial personnel. Empowering employees enables managers and organizations to achieve strategic goals more efficiently, and without wasting of resources (Randolph, 2015).

Empowerment is widely applied in various fields. Many managerial positions emphasize the importance of empowerment in the workplace, and numerous experts recommended it as a means of solving organizational challenges. Empowerment has been utilized in areas such as social work, organizational development for several years (Shahabi & Emaminejad, 2017).

Empowerment means granting employees authority and power to perform organizational tasks at lower levels. It involves sharing power, judgment (work value), competence (ability to perform tasks), independence (freedom of action and initiative), and affect (the ability to influence organizational outcomes) Choi, et al, (2016). Empowerment

involves guiding the decision-making process (Samadi & Aghajani, 2013).

Empowerment is the process of allowing individuals to take on responsibility and authority through training, confidence-building, and emotional support. Additionally, it is a managerial approach that helps employees acquire the necessary knowledge to make decisions that affect both the organization and teamwork (Griffin & Moorhead, 2014).

Employee's empowerment was defined as granting authority, delegating responsibilities, and supporting individuals or groups to make decisions and take actions that drive organizational outcomes. It involves leveraging individual and collective capabilities to enhance efficiency and fairness within an organization (Smith, 2014). Empowerment helps individuals adopt a positive attitude, and take responsibility for problem-solving (Lotfi Zanganeh et al., 2014). Employee empowerment can be assessed through autonomy, delegation of authority, and access to information, which enhances psychological empowerment (Vecchio, 2015 & Al-hayali, 2019).

Psychological empowerment consists of four key dimensions; **meaning**, reflects the degree to which an employee perceives their work as personally meaningful and aligned with their beliefs, and personal standards. Employees who find meaning in

their work are more engaged and intrinsically motivated, **competence (Self-Efficacy)**, refers to an employee's confidence in their ability to perform job tasks effectively. Employees with high competence believe they have the necessary skills and knowledge to succeed, which enhances their motivation and job performance, **self-determination**, which represents an employee's sense of autonomy and control over how they perform their work. Employees with high self-determination feel they can make independent decisions regarding their tasks, leading to greater job satisfaction and motivation, and **impact**, refers to an employee believes that their work makes a difference in their organization. When employees feel their contributions influence outcomes, they are more likely to be committed, proactive, and engaged in their roles, and **values** considered the fifth dimension, which related to personal connection to work (Spreitzer, 1995).

Psychological empowerment positively influences employee attitudes and behaviors in the workplace (Seibert et al., 2011). It has gained significant attention in organizational behavior research, as it enhances employees' autonomy, competence, and ultimately improving motivation, engagement, and productivity. Empowered employees tend to experience higher job satisfaction and organizational commitment (Singh & Sarkar, 2012, & Gilaninia, 2013).

Psychological empowerment as a cognitive and attitudinal state that enables employees to feel competent and perform tasks effectively, optimizing resource utilization and achieving organizational goals (Ghiasi Nadoushan et al., 2016). Employee empowerment, particularly through autonomy and decision-making responsibilities, positively affects organizational outcomes by fostering ownership, improving time management proficiency, and enhancing efficiency (Jaya & Ananda, 2017).

Empowerment involves trust, while reducing hierarchical barriers between management and employees. Research indicates that empowerment strategies, such as clear communication, goal setting, and training, significantly enhance employee performance and job satisfaction (Yehuda, 2018). Empowerment strengthens self-efficacy and control over work, essential factors in effective time management (Vu, 2019).

Time management is the process of planning, organizing, and controlling how time was allocated to specific tasks to enhance productivity and achieve goals efficiently (Altaf, 2011). Effective time management involves prioritizing tasks based on their importance and urgency, setting clear goals, and scheduling activities within designated periods (Kelly, 2012; Scott, 2012). Effective time management not

only improves performance but also reduces stress and enhances work-life balance (Peel, 2013). Key strategies include; delegation, and maintaining a structured schedule to maximize efficiency (Macan, 2016). Additionally, time management techniques help individuals optimize productivity (Chapman & Rupured, 2018).

Time Management dimensions namely; **prioritization**, which assesses employee ability to prioritize tasks effectively and make decisions based on the importance and urgency of tasks, **accomplishment**, which measures the employees ability to accomplish tasks within the given time frame and achieve desired outcomes, **planning**, which evaluates the employees planning skills, including the ability to prepare a daily/weekly schedule and plan tasks accordingly, **avoiding procrastination**, which measures how well individuals avoid procrastination and complete tasks without unnecessary delay, **managing interruptions**, which assesses the individual's ability to manage distractions and interruptions during work or other essential tasks, **work-life balance**, which evaluates how individuals balance work-related tasks with personal and leisure activities, and **personal satisfaction**, which assesses the individual's overall satisfaction with their time management abilities and whether they feel content with how they allocate their time (Wayne, 2007).

Good time management ensures high-quality work within deadlines, stressed the need for practice and discipline in time management proficiency (Aniwura, 2011, Kelly, 2012; Scott, 2012, & Peel, 2013). Time management behaviors involve setting goals, prioritizing tasks, and maintaining organizational efficiency (Macan, 2016).

Time management proficiency includes mastery of skills as prioritizing tasks, scheduling activities, and distinguishing between urgent and important responsibilities (Brian, 2017). Managers and employees should categorize essential tasks to be aligned with organizational priorities (Zucas & David, 2017). Individuals optimize time management to boost productivity, performance, and overall well-being (Mani et al, 2017). Time management strategies vary based on an individual's personality, motivation, and discipline (Chapman & Rupured, 2018).

Significance of study

When searching on scientific literatures and journals, there were no studies were done to determine the relationship between employee's psychological empowerment and time management proficiency, but there were a lot of studies determine the relationship of psychological empowerment with different

variables such as study done by **Elnaga & Imran (2014)** which titled by the impact of employee's empowerment on job satisfaction another study done by **Jaya & Ananda (2017)** titled by employee's empowerment: An empirical study, Meanwhile study done by **Vu, (2019)** which titled by employee's empowerment and empowering leadership: A literature review, and etc...

There were a lot of studies testing the relationship between time management and different variable like, **Alkhatib (2014)** titled by time management skills and its relation to students' stress, gender, and academic achievement among sample of students at Al Ain University of Science and Technology, UAE, and **Khan, et.al. (2019)** titled by path relationship of time management skills and academic achievement of students in distance learning institutions. Employee's empowerment is pivotal concepts in organizational behavior, contributing significantly to individual and organizational success. Understanding its core elements provides insight into developing time management proficiency, so all the pervious reasons were the motives for the researchers to conduct this research.

The present study aimed to:

Determine the relationship between employee's psychological empowerment and time management proficiency.

Specific objectives:

1. Assess employee's psychological empowerment levels.
2. Determine employee's time management proficiency levels.
3. Examine the relationship between employee's psychological empowerment and time management proficiency

Research questions:

1. What are the employee's psychological empowerment levels?
2. What are the employee's time management proficiency levels?
3. What are the relationship between employee's psychological empowerment and time management proficiency?

Subject and Method

Technical design: the technical design of this research was included the following; study design, setting, subject, and questionnaire/scale used in data collection.

Study design: descriptive correlational design was utilized to perform this research.

Study setting: the study was conducted in different administrative units at Faculty of Nursing Assiut University

Study subject: the researchers using G*Power software to calculate proper sample size which was (81) employee. The sample size was calculated based on the following parameters: Effect Size (f or d): A medium effect size (0.3). Significance Level (α set at 0.05, ensuring a 95% confidence level and 0.05% margin error. Power (1 - β): A statistical power of 0.80 (80%) was chosen to minimize the likelihood of a type II error (failing to detect a real effect) (**Faul, et. al. 2007**)

Tools of data collection: Two tools were used in this research **tool I: Psychological empowerment scale** (self-administered questionnaire) consists of **personal data form;** which developed by the researchers to collect needed data about name (optional), age, educational qualifications, gender, marital status, years of experience, and residence. And **Psychological empowerment scale:** which was developed by the researchers based on **Spreitzer, (1995)** to determine employee's psychological empowerment levels at workplace, it consists of 15 items classified under five dimensions distributed as; **meaning** (2 items), **self-determination** (3 items), **values** (2 items), **competence** (5 items), and **impact** (3 items). Each employee will respond to the scale items using three point Likert scale, which ranged from disagree equal one to agree equal three. To calculate the scores for each dimension, compute the mean of the corresponding items.

Scoring system: employee's responses was summed up and converted to percentage score

- If the employee had obtained from 15 to less than 25 it means that employee had low psychological empowerment level.
- If the employee obtained from 25 to less than 35 it, means that employee had a moderate psychological empowerment level.
- If the employee obtained from 35 to 45 it, means that employee had high psychological empowerment level.

Tool II: Time Management proficiency questionnaire which was developed by **Wayne, (2007)** and modified by the researchers to assess employee's time management proficiency levels it consists of 25 items classified under seven dimensions as follows; **prioritization** (4 items), **accomplishment** (4 items), **planning** (4 items), **avoiding procrastination** (3 items), **managing interruptions** (2 items), **work life balance** (4 items), and **personal satisfaction** (4 items)

Responses and scoring system: Each item in the questionnaire was rated using a 3-point Likert scale: ranged from disagree which equal one. Neutral which equal two and agree which equal three. Respondents are asked to choose the choice that best reflects their agreement with each statement. The higher the score,

the greater the perceived proficiency in managing time across the different dimensions. For each employee, the total score for each dimension was calculated by summing the responses for the respective items in that dimension. The data can be analyzed by examining the overall scores for each dimension, as well as comparing scores across different participants to identify patterns in time management behaviors. Then time management proficiency scores can be classified into three suitable levels. The minimum possible score is 25 (if all answers were “disagree”), and the high possible score was 75 (if all answers were agree). Based on the total score, the classification can be as follows:

- Low time management proficiency level: if the total score of the participant ranged from 25 to 45
- Moderate time management proficiency level: if the total score of the participant ranged from 46 to 60
- High time management proficiency level: if the total score of the participant ranged from 61 to 75

Administrative design:

Official agreement was obtained from the Dean of Faculty of Nursing Assiut University to be able to collect necessary data for the present study.

Operational design: pre-conducting phase; in this phase researchers reviewed all available literature including hard and digital one, which related to the research variables also an Arabic translation of the research tools was done. It took about three months from the beginning of January to the end March 2020.

Validity: Face validity was done to assure accurate comprehension of the study tools statements. It was done through jury (expert opinions) which was composed of 6 expertise 4 professors and 2 assistant professor from Nursing Administration Department, and Community Health Nursing Department Faculty of Nursing, Assiut University. In addition, **content validity** was checked and analyzed using confirmatory factor analysis test (CFA) to assure the (importance, relevance clearness, and accountability) it's results illustrated that all items of the study tools ≥ 1.6 so all of them were confirmed and the rejected item was Zero.

Pilot study: It was conducted after translation of study tools, face validity, and content validity then the researchers explain the aim of study to (9 employees), which represent 10% of the total sample in order to calculate the time required filling the questionnaire form, and to detect any problems, which may face the researchers during data collection phase. Employees chosen in the pilot study were excluded from the present study. All the required modifications were done before actual data collection phase.

Reliability test: was measured using Crobach's Alpha Coefficient test to measure tools internal consistency

and its results depicted that all dimensions of the study tools were ≥ 0.82

Reliability test for study variables

Study tools	No. of Items	Crobach's alpha
Psychological empowerment scale	15	0.93
▪ Information	2	0.89
▪ Opportunities	3	0.99
▪ Support	2	0.96
▪ Resources	5	0.95
▪ Meaning & Value	3	0.87
Time Management Questionnaire	25	0.89
▪ Prioritization	4	0.88
▪ Accomplishment	4	0.94
▪ Planning	4	0.89
▪ Avoiding Procrastination	3	0.88
▪ Managing Interruptions	2	0.96
▪ Work-Life Balance	4	0.82
▪ Personal Satisfaction	4	0.92

Ethical considerations: Research proposal was approved from Ethical Committee at Faculty of Nursing-Assiut University. The study followed common ethical principles in clinical research, then oral agreements were taken from all employees who participated in the present study, after explaining the aim of the study and informing them that they have the right to agree/ disagree to participate or withdraw from the study without any justification at any time, confidentiality and anonymity were assured, during collection of data, and employees were informed that all collected data were used for research purpose.

Filed work:

The data were collected by the researchers after explaining the aim of the study to the faculty employees in different units using a self-administered questionnaire form which distributed for all employees who agree to participated in this study at the employee office and the employee were asked to responded to time management questionnaire items and psychological empowerment scale. The time spend by each employee to complete the tools of the study was from 30 to 45 minutes. This phase took about three months started from the beginning of April until the end of June 2020.

Statistical design.

Data entry and statistical analysis were done using SPSS statistical software package for social sciences, version 24 IBM. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, and means and standard deviations for quantitative variables. Pearson Correlation was used to correlate the relation between time management and employees' psychological empowerment. Statistical significance was considered at $p\text{-value} \leq 0.05$

Results

Table (1): Distribution of employee's personal data works at Faculty of Nursing Assiut University (n=81)

Personal data	Frequency	Percent
Age:		
▪ <30	20	24.7
▪ 30+	61	75.3
Mean±SD	21.00±6.488	
Educational qualifications:		
▪ Technical diploma	39	48.1
▪ Higher education	42	51.9
Gender		
▪ Female	50	61.7
▪ Male	31	38.3
Marital status:		
▪ Unmarried	25	30.9
▪ Married	56	69.1
Years of experience:		
▪ 5- less than 10	1	1.2
▪ 10- less than 15	66	81.5
▪ 15 and more	14	17.3
▪ Mean±SD	13.30±1.996	
Residence		
▪ Rural	26	32.1
▪ Urban	55	67.9

Table (2): Mean-score of Employees Psychological Empowerment Dimensions at Faculty of Nursing Assiut University n= 81

Psychological empowerment dimensions	Minimum	Maximum	Mean±SD
▪ Meaning	2.00	4.00	2.98 ±0.98
▪ Self determination	3.00	7.00	4.92±1.93
▪ Values	2.00	4.00	3.01±0.96
▪ Competence	5.00	10.00	7.43±2.24
▪ Impact	3.00	5.00	3.07±0.34

Table (3): Distribution of Employee's Psychological Empowerment Levels at Faculty of Nursing Assiut University n= 81

Psychological empowerment levels	N	%
▪ Low psychological empowerment level.	44	54.3
▪ Moderate psychological empowerment level.	37	45.7
▪ High psychological empowerment level.	0	0.0

Table (4): Mean Score of Employees Time Management Dimensions at Faculty of Nursing Assiut University n= 81

Time Management Dimensions	Minimum	Maximum	Mean±SD
▪ Prioritization	4.00	10.00	6.41±1.98
▪ Accomplishment	4.00	12.00	6.49±2.59
▪ Planning	4.00	12.00	7.72±2.58
▪ Avoiding Procrastination	3.00	9.00	6.25±1.96
▪ Managing Interruptions	2.00	6.00	3.40±1.67
▪ Work-Life Balance	4.00	12.00	8.51±2.89
▪ Personal Satisfaction	4.00	12.00	8.56±2.64

Table (5): Distribution of Employee’s Time management proficiency Levels at Faculty of Nursing Assiut University n= 81

Time management proficiency levels	No	%
▪ Low Time management level	35	43.2
▪ Moderate Time management level	38	46.9
▪ High Time management level	8	9.9

(*) Statistically significant at $p \leq 0.05$

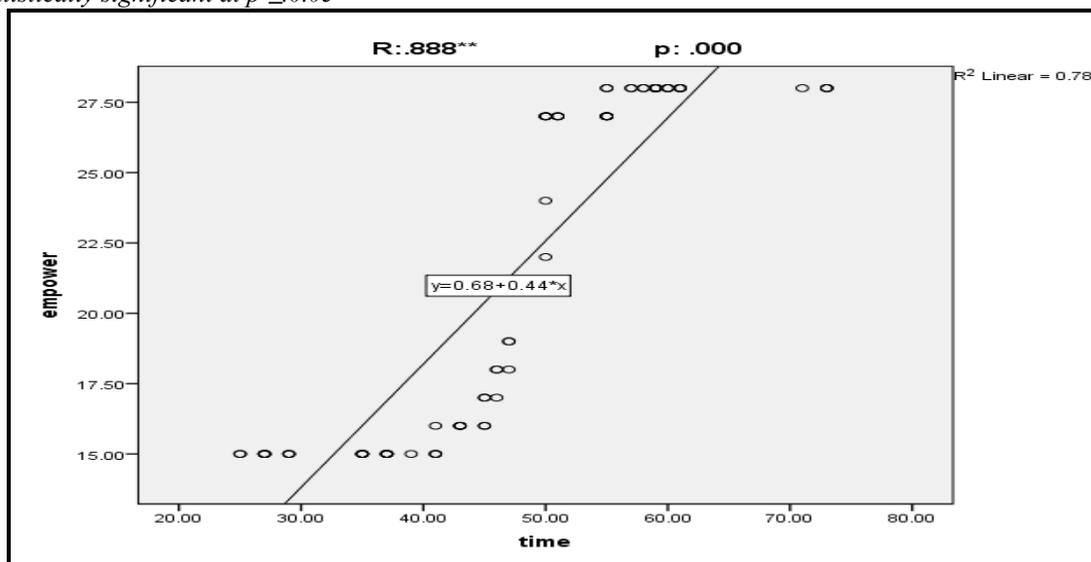


Figure (1): Correlation between Employee’s Psychological Empowerment and Time Management Proficiency at Faculty of Nursing Assiut University n= 81

Table (1): Depicts that the highest percentage of participant have between 10 to less than 15 years of experience 81.5%. More than half of them have higher education, and female (51.9, and 61.7) respectively. More than two-thirds of employees are married and live in urban areas (69.1, and 67,9) respectively.

Table (2): Illustrates the mean score of employee’s psychological empowerment dimensions, it obvious that the highest mean score for competence dimension 7.43 ± 2.24 . Meanwhile the lowest mean score for meaning dimension 2.98 ± 0.98

Table (3): Shows that more than half of employees have a low level of psychological empowerment, accounting for 54.3%. Meanwhile, 45.7% of participants have a moderate level of psychological empowerment.

Table (4): Presents the mean and standard deviation for various dimensions of time management. Among the dimensions, “personal satisfaction” and work-life balance received the highest scores, with means of 8.56 ± 2.64 and 8.51 ± 2.89 respectively. However, “managing interruptions” scored the lowest (3.40 ± 1.67), reflecting possible challenges in handling disruptions during work.

Table (5): Illustrates the distribution of employees across different levels of time management

proficiency. The highest percentage of participants fall within the moderate time management proficiency level accounting for 46.9%, indicating that most individuals exhibit a moderate proficiency in managing their time. A significant proportion (43.2%) falls within the low time management proficiency level, only 9.9% of participants demonstrates a high level of time management.

Figure (1): Demonstrates a strong statistically significant positive relationship between employee’s psychological empowerment and time management proficiency ($r = 0.888$, $p = 0.000$). This suggests that higher levels of psychological empowerment are associated with more effective time management proficiency. The significance of this correlation ($p < 0.01$) indicates that the relationship is highly reliable.

Discussion

Psychological empowerment is a critical factor that influencing employees’ intrinsic motivation, it consists of several dimensions, which contribute to an employee’s ability to regulate their work (Spreitzer 1995). Employee’s psychological empowerment and time management proficiency are closely joined to enhance work-place productivity and overall job

satisfaction (Seibert et al., 2011 & Forenza, & Moldogaziev, 2013).

Time management proficiency is essential for organizational success. It involves setting goals, prioritizing tasks, and allocating time efficiently to meet deadlines and maintain work-life balance (Claessens et al., 2007). The present study suggested that psychological empowerment positively correlates with time management proficiency, as empowered employees were more proactive and capable of handling time-related pressures effectively. However, other researchers argued that excessive autonomy without clear guidance might lead to inefficiencies and poor time allocation (Mani et al, 2017).

This research aimed to determine the relationship between employee's psychological empowerment and time management proficiency. Employees worked at different administrative units at Faculty of Nursing Assiut University. A sample of 81 employees were tested and the results depicted that the majority of them had between 10 to 15 years of experience. More than half of the participants had university education, and the gender distribution was almost equal, with more than half were female. Additionally, more than two-thirds of the employees were married and resided in urban area.

These findings are consistent with McGinley et al. (2014), who explored the relationship between employee empowerment and job satisfaction. Their study emphasized that the majority of participant had between 10 to 15 years of experience. Furthermore, as regard to level of education the present study findings aligns with the findings of Giorgidze (2016), who highlighted the positive impact of higher education on work environments also found that more than half of study participant were had university education.

Illustrated the mean score of employee's psychological empowerment dimensions it obvious that the highest mean score for competency (self-efficacy) dimension. Meanwhile the lowest mean score for meaning dimension. This might be due to an employee's had sufficient confidence in their ability to perform job tasks effectively. They believe that they have the necessary skills and knowledge to succeed, which make competence dimension increased, but the degree to which an employee perceives their work as personally meaningful and aligned with their beliefs, and personal standards decreased to some extent.

Results of the current research was aligned with Spreitzer (1995) who found that employees with higher perceived competence (self-efficacy) reported higher levels of psychological empowerment, where the competency dimension had the highest mean score. However, Spreitzer also highlighted that the

meaning dimension was often less strongly rated compared to competence dimension.

Laschinger, & Fida, (2014) correlated with the present study finding as examined psychological empowerment in the workplace, among nurses, and indicated that competency was the highest-rated dimension. Meanwhile the meaning dimension was less prominent in terms of its impact on psychological empowerment.

Meanwhile Alvarez et al (2016) differ with the present study findings; they proposed that meaning should be a highly valued dimension. Also Edmondson, & Lei, (2014) examined psychological empowerment in organizations and found that meaning often had a strong correlation with employee satisfaction and organizational commitment. They indicated that, employees who found their work meaningful experienced higher psychological empowerment. The result incongruent with study done by Hamadi, (2016) who depicted that, autonomy dimension reported the highest mean score. More than half of employees had low level of psychological empowerment, meanwhile less than half of them had a moderate level of psychological empowerment. From the researchers point of view the previous result might be due to 1) workplace lacks strong leadership support, clear communication, or opportunities for growth, 2) Lack of resources, skills, and knowledge required to perform their tasks, 3) culture that does not prioritize employee involvement and recognition, and 4) job characteristics: If the tasks employees perform are repetitive or lack autonomy. All the previous factors contribute to psychological empowerment may be lower.

Maina et al (2016) supported the present study finding in their study which emphasized that, psychological empowerment is largely influenced by individual perceptions, more than half of studied employees reported low level of empowerment. Metwally, (2015) when studying structural empowerment in organizations indicated that, employees who have lack of resources would have lower levels of empowerment. Also Laschinger, & Fida, (2014) results in the same line with the present study findings as their study; psychological empowerment of nurses they found that a significant portion of employees reported moderate to low levels of empowerment.

Spreitzer (1995): was incongruent with the present study finding as found the highest percentage of participants reported high level of psychological empowerment. Edmondson, & Lei, (2014). found that higher levels of psychological empowerment were associated with positive leadership behaviors & autonomy with empowering organizational structures, employees would report higher levels of

psychological empowerment. The study results was inconsistent with **Abdlehamed et al (2017)** who demonstrated that more than two thirds of the study sample was moderate and less than one third had low level of empowerment when studying the relationship between empowerment and job satisfaction among staff nurses.

The present study finding depicted that the mean score and standard deviation (SD) scores for various dimensions of time management. Among the dimensions, “personal satisfaction” and work-life balance received the highest scores. However, “managing interruptions” scored the lowest one.

From the researchers point of view this could be attributed to several factors related to time management behaviors; 1) personal satisfaction and work-life balance as high scores, because they are closely related to employees’ perceptions of control and effectiveness in managing their own schedules. When individuals feel that they are balancing their work and personal lives effectively, they tend to rate their time management proficiency more positively. This could reflect an overall positive perception of time management within study sample, additionally; employees may have good strategies for managing their work schedules and personal lives, which can lead to a higher sense of satisfaction and a feeling of achieving a good work-life balance.

Meanwhile managing interruptions may have received a low score because employees may struggle with external distractions, which are common in many workplaces. Interruptions, whether from colleagues, technology, or environmental factors, can impede productivity and affect how employees perceive their time management proficiency.

The findings of the present study was congruent with **Sahito et al, (2016)** because they found that managing interruptions dimension scored the lowest one. **Macan, et. al.(2010)** aligned with present findings as **Macan’s** study on time management behaviors found that employees who feel they are in control of their personal and professional lives report higher personal satisfaction and work-life balance. Meanwhile **Claessens et al. (2007)** who examined the relationship between time management and job performance and found that time management training had a positive impact on improving work-life balance, and increasing personal satisfaction.

Helton, & Russell. (2017). contrast the present study findings as **Helton, & Russell** stressed that managing interruptions were a significant dimension reported by study participants. **Alvarez, et al (2019)** incongruent with the present study finding as they found that the highest mean score for managing interruptions dimension when studying time management training led to improvements across several areas.

Current results illustrated that, the distribution of participants across different levels of time management proficiency, the highest percentage of employees fall within the moderate level, meanwhile a significant proportion of employees had low level, suggesting that a substantial number of participants face challenges in effectively managing their time. which could be attributed to several key factors Lack of structured time management training as many employees may not receive formal training Workplace demands and interruptions, high workloads, and external distractions may prevent individuals from managing their time effectively, and finally work culture and organizational support, if an organization didn’t prioritize or encourage time management practices, employees may not be motivated or equipped to develop these skills.

Several studies aligned with present study results, showing that a significant portion of employees struggle with time management proficiency **Claessens et al. (2007)** **Macan, et. al. (2010)** they found that the highest proportion of employees had moderate to low proficiency levels. **Aeon & Aguinis (2017)** Their research in the same line with the present study findings as they emphasized that time management effectiveness varies significantly among individuals and workplace challenges, such as workload and interruptions, can prevent employees from reaching high levels of proficiency.

Alvarez, et al (2019) were contradict with the present study findings as they found that the majority of studied participants achieve high proficiency levels. Also **Inzlicht, & Berkman, (2014).** in their research suggested that, effective goal setting and self-regulation truly leads to significantly higher levels of time management proficiency.

The present study findings demonstrated a strong statistically significant positive correlation between employee’s psychological empowerment and time management proficiency. This suggested that higher levels of psychological empowerment were associated with more effective time management proficiency. The significance of this correlation indicates that the relationship is highly reliable.

From the researchers point of view this result can be explained through the following; employees who feel psychologically empowered often have greater autonomy in their roles, allowing them to make independent decisions about task prioritization and scheduling, leading to improved time management, psychological empowerment enhances self-efficacy, meaning so employees ability to manage their responsibilities effectively, this self-confidence translates into better time management proficiency, empowered employees tend to be more motivated and engaged, which leads to better task focus, reduced

procrastination, and improved time utilization, and employees with higher psychological empowerment are better at handling work-related stress, allowing them to maintain control over their schedules and avoid time-wasting activities.

Spreitzer (1995) supporting the present study findings as she found that, psychological empowerment positively correlate with self-management behaviors, including time management and task prioritization. Also **Lourenço., & Paiva, (2016)** found a significant positive relation between self-regulation and time management skills. **Seibert, Wang, & Courtright (2011)** agreed with the present study findings as their research demonstrated that psychological empowerment leads to increased work effectiveness and time management behaviors. In addition, **Saragih (2011)** was congruent with the present study findings because **Saragih** proofed that; psychological empowerment significantly improves employee productivity and time management skills.

The present research findings were incongruent with **Macan, et. al. (2010)** as they found that time management is more influenced and correlated by training and workplace structure than by psychological empowerment alone. The study done by **Bartram et al, (2014)** was inconsistent with the results of the research they suggested that, individual personality traits and external workplace conditions have a stronger relation on time management than psychological empowerment alone. The results of this research were incompatible with **Aeon & Aguinis (2017)** because they argued that, time management proficiency is more dependent on organizational culture and resources than employee's psychological empowerment.

Conclusions

In the light of the present study findings, the following conclusions can be drawn as:

As regarding to employee's psychological empowerment levels, more than half of employees have low psychological empowerment, while less than half of them have moderate levels. As regarding to time management proficiency level the highest percentage of employees have moderate time management proficiency, while lowest percentage of them have high time management proficiency level. Finally, there were a strong positive relationship between employees' psychological empowerment and time management proficiency level suggests that employees with greater psychological empowerment manage their time more effectively.

Recommendations

- Develop empowerment-training program for unit managers works at the Faculty of Nursing. conduct

structured time management training program for employees works at Faculty of Nursing

- Reduce workplace distractions and interruptions, and conduct effective strategies to control or minimize disruptions
- Create positive work climate and organizational support
- Encourage time management practices
- Conduct further research to examine the impact of employees' time management skills and empowerment on productivity, quality, performance speed, organizational loyalty and commitment.

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