

Reflective Writing on Time Management

Student Name: Mylene Paningbatan

Student Number: 2435406

Module Code: LCLM4001-LON

Module: Academic Skills

Lecturer: Peter Allen

Table of Contents

1.Introduction	1
2.Description of Experience	1
3.Personal Reflection	2
3.1 Evaluation	2
3.2 Analysis	2
4.Conclusion	3
5.Reference	3

1. Introduction

Time management is an essential skill affecting every aspect of life, from academics to personal responsibilities. Learning to prioritise, plan, and allocate time efficiently has improved my productivity and reduced stress (Cottrell, 2019). Before applying structured methods, I often felt overwhelmed by multiple tasks and struggled to balance work, study, social life, family, and church responsibilities. Strategies like the Eisenhower Matrix (Covey, 1994) and Pomodoro Technique (Cirillo, 2006) have allowed me to approach tasks systematically, focus on priorities, and maintain harmony in daily life. This reflective essay explores my learning journey, personal growth, and the impact of time management skills on my life.

2. Description of Experience

Before learning time management skills, I struggled to balance responsibilities across work, study, family, social life, and church activities. I would take on too much and rush at the last minute, causing stress and chaos (Macan et al., 1990). Through the learning process, I discovered strategies to structure my time efficiently and prioritise activities (Cottrell, 2019). I started using the Eisenhower Matrix to classify tasks into urgent, important, not urgent, and not important categories

(Covey, 1994). This helped me plan my day effectively and make better decisions about time allocation.

I also applied the Pomodoro Technique to manage study and work sessions, breaking tasks into focused intervals with short breaks (Cirillo, 2006). This allowed me to stay productive without feeling overwhelmed or bored. Applying these techniques personally, I tailored my daily activities and goals, ensuring I could navigate social media, phone calls, research, and reading in a structured manner. I also learned the importance of saying “No” to avoid overcommitting, which was a past challenge. Overall, these practices have improved my efficiency and reduced stress (Macan et al., 1990).

3. Personal Reflection

Time management has become one of the most valuable skills I have learned during this course (Cottrell, 2019). At first, I struggled with balancing studies, work, and personal responsibilities. Often I felt pressured and stressed, unsure of how to organise priorities. Through practice, I discovered how planning and allocating time effectively reduces stress and improves focus (Macan et al., 1990). I learned to identify what matters most, set clear goals, and avoid distractions. This reflection taught me that discipline and consistency are key to success. I now feel more confident and motivated to apply time management daily.

3.1 Evaluation

Learning time management has given me both practical improvement and personal growth. I can evaluate how this skill has changed my study habits, work responsibilities, and wellbeing (Macan et al., 1990). Before, I often felt rushed and pressured, but now I can recognise where my time goes and organise it better. I have learned to set realistic goals and break large tasks into smaller, manageable steps. This reduces stress because I no longer leave everything until the last moment (Cottrell, 2019).

At work, I prioritise urgent duties and schedule routine tasks at the right moment (Covey, 1994). This makes me more efficient, and my colleagues benefit from my organisation. In college, I use time blocks to focus on reading and assignments, improving academic performance (Macan et al., 1990). I also evaluate how time management affects personal life; I have more space to rest, pray, and enjoy family without guilt.

Although I still need to improve in avoiding distractions, I am confident that with continuous practice, this skill will help me balance multiple responsibilities. Time management has shaped me into a more organised, calm, and purposeful learner (Cottrell, 2019).

3.2 Analysis

Time management is not only a practical skill but also a discipline requiring awareness and self-control (Kolb, 1984). Analysing its impact, I see it works like a guiding map, moving me from pressure to peace. By setting priorities, I become more intentional in daily choices. Instead of reacting to demands, I now plan ahead, giving me control and confidence (Cottrell, 2019).

In education, effective time management links with academic success (Macan et al., 1990). Planning assignments earlier and dividing tasks into stages reduced stress and improved work quality. Planning ahead gives space to revise, reflect, and improve.

At work, time management is equally powerful. As a Senior Health and Care Assistant, I handle patient care, medication, and documentation. Poor time use can cause mistakes or delays, but good organisation allows safe and efficient service (Cottrell, 2019). Scheduling tasks avoids rushing and helps respond calmly to unexpected situations, improving performance and team trust.

On a personal level, poor habits like procrastination affect confidence. By analysing my routine, I can correct weaknesses using reminders and to-do lists (Kolb, 1984). This discipline teaches balance: work, study, rest, and spiritual life can all fit when managing time wisely. Overall, time management is a foundation for success in every area (Cottrell, 2019; Macan et al., 1990).

4. Conclusion

In conclusion, learning and applying time management has transformed my journey as a parent, student, worker, and individual (Cottrell, 2019). It allows me to prioritise, reduce stress, and increase productivity. Using this skill improves academic performance and strengthens my professional role in healthcare. I discovered that time, when managed wisely, creates balance and peace instead of pressure and confusion. Reflection, evaluation, and analysis show that time management is more than an academic requirement—it is a life skill preparing me for future success and growth (Kolb, 1984).

5. Reference

Cirillo, F. (2006) *The Pomodoro Technique*. [online] Available at: <https://francescocirillo.com/pages/pomodoro-technique> [Accessed 28 Aug 2025].

Cottrell, S. (2019) *The Study Skills Handbook*. 5th edn. London: Red Globe Press.

Covey, S. (1994) *The 7 Habits of Highly Effective People*. London: Simon & Schuster.

Kolb, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs: Prentice-Hall.

Macan, T.H., Shahani, C., Dipboye, R.L. and Phillips, A.P. (1990) 'College students' time management: Correlations with academic performance and stress', *Journal of Educational Psychology*, 82(4), pp. 760–768.