A CORRELATIONAL STUDY ON THE TIME MANAGEMENT AND SCHOOL PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS

[1]Blessie Ann S. Obiena, [2]Margareth Angela A. Pongcol,[3] Alfie Jefferson Sequiña, [4]Karylle J. Barnuevo, [5]Kahima Victoria E. Gayas, [6]Justine Bee S. Calvarez, [7]Jodelyn N. Pasagad

ABSTRACT

This study aims to determine whether or not there is a correlation between time management and school performance of the Senior High School students at Assumption College of Nabunturan. From the title itself, it utilizes correlational research design under quantitative research method. The 150 Grade 11 Senior High School students of ACN were the respondents of this study. The research paper obtained its data using an adapted survey questionnaire given to the respondents as well as the consent of participation. The statistical tools used are: mean to identify the level of time management and school performance; and person-r to identify the relationship between variables. The results showed that there is a moderate level of time management and school performance. The result also showed the degree of relationship which is .481 interpreted as low positive correlation. Additionally, the p-value .000 implies that there is a correlation between time management and school performance of the students. Moreover, the researchers encourage the students to ask questions regarding the discussions as it was revealed that they often hesitate to raise concerns. Lastly, the students were also recommended about the strategies they may utilize that will help them in dividing their attention.

Keywords: *time management, school performance, senior high school students, quantitative correlational design*

1. INTRODUCTION

One thing beyond a person's control is time. Demonstrating effective time management is a sign of self-discipline. Those who wish to manage themselves must also acquire skills for managing others. Students lead busy lives, balancing classes, homework, and exam preparation. They also have personal schedules to juggle alongside their academic responsibilities, often finding this challenging. Time management skills are crucial during this period, as they need strategies to boost productivity. With these skills, students can better organize and prioritize their tasks, helping them stay on top of their workload and avoid procrastination (Cyril, 2015).

A study conducted in India by Cyril (2015) found a significant link between effective time management and the academic success of high school students. Students with solid time management skills tend to achieve higher school performance. It has also been stated that most students prepare a plan on handling their tasks with a given timeline. The students identify tasks that need more time to complete and tasks that are not necessary. This helps them develop strategies for what to prioritize and how to complete everything without leaving any tasks unfinished. It highlights the significance of efficient time allocation in enhancing learning outcomes. The study suggests that educators and parents should recognize and support the cultivation of these skills to improve students' overall school achievements.

A study conducted in Toledo City, Cebu, Philippines, investigated the link between time management, self-efficacy, and academic performance among public high school students. The results showed that these students achieved satisfactory academic performance, which was linked to moderate levels of time management and self-efficacy. Based on these findings, the study recommends that educators develop and implement programs to enhance students' self-efficacy and time management skills. Furthermore, this suggests that integrating time management techniques into the various subjects could lead to more positive academic outcomes for the students (Peteros et al., 2021).

To gain a general understanding of the students' perspectives on time management and school performance, the researchers conducted a preliminary survey of senior high school students at Assumption College of Nabunturan. Most students surveyed agreed that there is a connection between good time management and school performance. Due to the small number of polled students, the pre-survey is still insufficient to demonstrate the association between the variables. In addition, the researchers must conduct data collection to assess the students' classroom performance and time management skills. Most importantly, to determine whether there is a correlation between the two variables, like the pre-survey results, but at this time, with a sufficient sample size.

1.1 Review of Related Literature

Time Management. According to Basila (2014), time management is the best indicator of students' performance. Students' academic achievement and time management are closely correlated, with successful students demonstrating practical time management skills. Their findings indicated that the category of time management with the most significant degree was time planning. It was clearly demonstrated that there is a strong positive correlation between students' academic achievement and their time management skills. Allowing students to study outside of or in addition to the classroom has a favorable effect on their personal lives and their academic success (Nasrullah & Khan, 2015).

Also, time management is regarded as one of the critical success factors in the typical academic system, where it is evident that managing one's time well influences grades. Practical time management skills are inevitably linked to academic achievement. If students manage their time well, they can study effectively. With adequate time management, individuals may accomplish their goals and perform better in an academic setting. For students, time is the most useful resource. Every student can compete effectively in the academic setting with ease if they manage their workload effectively. (Ahmad et al., 2019).

With this, Larbi (2015) found that high academic achievement directly results from effective time management. Sufficient direction and support on time management from teachers to students will initiate the required response to improve academic performance and vice versa. Based on these findings, it is recommended that administrators, educators, and students review current policies and procedures for time management and motivation to ensure they align with current best practices and promote academic success effectively.

Furthermore, Faisal et al. (2014) found that effective time management strategies not only lead to achieving high academic standards but also promote good physical health and reduce stress. In the same way, good time management was a critical ability that students needed to possess since it allowed them to postpone assignments and other assignments they were assigned in class. Students who can effectively manage their time can better prioritize their assignments, work more intently and efficiently, and manage their time. To become better time managers, students need to form the habit of setting priorities and goals as early as feasible. While working on academic assignments, developing time management techniques and timetables for each task, managing time allocation, maximizing the time given, and consistently using time management are all proof of good time management (Irwansyah et al., 2022).

Moreover, students devised with these tactics, which included setting priorities for activities and goals, creating plans and calendars, dealing with distractions, keeping a clean workstation, and taking a constructive approach to time management. A positive correlation was observed between students' time management skills and academic success. Students' managerial behavior increases following with the broader rise in their academic success (Khan et al., 2020).

In addition, effective time management is crucial and can impact an individual's overall productivity and achievements. Academic achievement is positively correlates with all time management strategies (Pertiwi, 2022).

In addition, Razali et al. (2018) highlighted in their study that effective time management is crucial as it significantly impacts an individual's overall well-being, achievements, and productivity. These days, students usually worry that they do not have enough time to complete their homework. Furthermore, flexibility and independence may hinder a student in a school setting who has not yet learned time management strategies. The analysis result pointed to three primary time management-related factors: time management, time attitudes, and time waste. All time management strategies strongly correlate with students' academic progress, despite the lack of evidence supporting this claim. The most crucial element is to schedule time as this is a correlational predictor.

In connection, the study of Aeon et al. (2021) indicated that ineffective time management skills impact academic success. Distress and time management have a relatively negative association. The relationship between time management and achievement seems to be growing stronger over time, as time management is currently more likely than it was in the early 1990s to result in a favorable opinion of accomplishment at work. It was also noted that compared to performance, time management significantly improves general well-being, especially life satisfaction. It contradicts the popular idea that time management comes and boosts productivity, and well-being is truly a side benefit.

However, Alani et al. (2020) contradicted the idea where time management was the answer to all problems. They stated that none of the alleged time management-related characteristics impact the student's academic achievement.

Academic success is unrelated to the reported time management criteria. In other words, the performance of students is solely decided by their efforts and self-control. It cannot be acknowledged that their academics would not be impacted by the time wasted on multiple activities. This makes students responsible for time management, requiring them to establish their plans. Additionally, students claimed that pre-planned assignments enhanced their academic achievement. However, less than half of the students acknowledged being competent time managers. There is no association between short- and long-term time management strategies and academic success (Al-Yami et al., 2021).

Lastly, good time management decreases procrastination at school; nevertheless, this do not ensure success. Students who display academic preventive behavior are equally capable of achievement (Ocak and Boyraz, 2016). According to another study, time management can predict academic procrastination by up to 10% statistically. Participants generally possess average to good time management abilities. Furthermore, time management has a harmful and detrimental effect on putting off studying (Irwansyah et al., 2022).

Planning. Planning involves setting objectives and devising the necessary steps to achieve them, offering numerous advantages. Firstly, it provides a roadmap for action, directing individuals' efforts toward specific goals, resulting in more effective outcomes. Additionally, planning optimizes resource allocation by identifying priority areas and directing resources to where they can have the most impact. Furthermore, it instills dedication and inspiration by clarifying expectations and motivating individuals to strive for success. Moreover, it fosters awareness of expectations, increasing motivation as individuals understand their roles and responsibilities. Lastly, planning establishes objectives and standards, enabling progress monitoring and adjustment as needed, serving as benchmarks for improvement (Lumen Learning, 2016).

According to Khezrlou (2020), acquiring practical planning skills is attainable, as shown by the positive feedback from many students who participated in the training course. Additionally, the study revealed significant improvements in the complexity, accuracy, and fluency of the students' writing abilities. These collective findings emphasize the importance of assisting students in adopting more advantageous practices, especially those who can consistently maintain over time. Notably, effective time management and elaboration techniques emerge as crucial factors influencing academic subject grades. It highlights the need for ongoing support and guidance in implementing these strategies to enhance overall academic performance and success (Broadbent, 2017).

Additionally, Rashid et al. (2020) discovered a significant connection between the time management strategies used by undergraduate students. It was suggested that the school administration could help students develop better time management skills by setting up conferences, seminars, and workshops. To help students manage their time more effectively, schools and students should collaborate (Strom et al., 2016). When students were provided a line chart that adaptively represented the approach and the extent of their self-reported prior procrastination, their future procrastination was statistically significant and practically meaningfully reduced. The visual aid improved other elements that are essential to self-regulated learning. The research findings indicate that procrastination can be successfully avoided with a practical, low-cost approach (Wäschle et al., 2014).

Apart from this, the study of Larbi (2015) found that the contrary is also true and providing teachers and students with the necessary oversight and assistance to develop time management skills will set off the necessary chain reaction to improve academic attainment. The study's conclusions led to the recommendation that administrators, instructors, and students evaluate the existing time management motivation policies and procedures to ensure they support high academic achievement and adhere to current best practices.

Furthermore, when individuals internalize information, it leads to a deeper examination of the problem at hand, encouraging a more deliberate and less impulsive approach. This, in turn, boosts productivity and expedites the completion of the planning process. To delve deeper into this, when individuals externalize the title of a homework assignment and grasp its temporal aspects, like the deadline, it creates optimal conditions for decision-making. It accelerates the overall planning process, such as devising a homework schedule. Essentially, this approach reduces the time required to make decisions and efficiently complete the planning task. (Zibetti et al., 2012).

However, planning has its disadvantages as well. First, planning obstructs action because one can become so preoccupied with making plans and trying to account for every possibility that they fail to carry them out. A well-planned strategy may give someone the impression that they understand the goals of the organization and the best way to accomplish them. As previously noted, planning is an ongoing process. As plans are carried out, regular changes are required. Third, plans restrict flexibility. If someone's experience indicates that a tactic is not working, they could feel under pressure to stick with it. Instead of trying new things, they will continue to waste time and money on planned activities that are unlikely to succeed. Finally, plans interfere with creativity. In keeping with the previous conversation, people may feel obligated to complete the tasks outlined in the plan. If people believe that their performance will solely be evaluated based on of how effectively they accomplish pre-planned activities, they will be less innovative, proactive, and exploratory (Lumen Learning, 2016).

Lastly, Inoue and Lam (2021) stated that the duration spent on planning and the level of speaking performance did not show any statistically significant impact on the scores or the interplay between proficiency and planning duration. However, the longer planning time indicated a higher relevance of cognitive tasks, leading to greater involvement in various cognitive and metacognitive processes and strategies. Despite this heightened engagement in planning, notable improvement in the scores was not found.

Organizing. According to Herrity (2023), you can efficiently manage your time, energy, and workspace and do all of the tasks assigned to you when you are well-organized. Organizational skills can take many different forms depending on job title and area of employment. However, they typically involve maintaining a tidy workspace, meeting deadlines, and communicating with coworkers effectively. Setting aside enough time to finish tasks, avoiding concentrating too much on a single subject, and balancing between work and personal life are all parts of time management. Effective time management is essential because it helps to stay energized and calm in a busy environment. Organizing workspace requires to decide what to do with time and when.

Additionally, Savino (2016) stated that an approach to self-management known as effective time management emphasizes knowing what has to be done, how to accomplish it more effectively, and when to do it. Throughout history, efficient time management has attracted much attention and is widely seen as the secret to success. (Pugh & Nathwani, 2017; Nasrullah & Khan, 2015). Additionally, numerous studies have shown a connection between enhanced time management abilities and increased academic achievement as children learn to balance conflicting demands. Finding time management solutions is a top priority for directors and organizations to work well during this competitive time (Kumar & Aithal, 2019).

Moreover, Wang et al. (2011) stated that developing time management skills is crucial to becoming more organized. Avoiding distractions, allocating a certain period each day, and restricting usage of social media and other internet resources to that period all assist. It has been demonstrated that allocating time for each activity and tracking it can help boost productivity. While sticking to an exacting schedule can be difficult, it can ensure that all work is finished within the allocated time and allow extra time for unanticipated events. Furthermore, it has been shown that being able to manage one's free time significantly improves quality of life, highlighting the importance of time management beyond the classroom.

Furthermore, Miles (2023) also stated that organization is one of the soft talents that help manage expectations, stay on top of things, and deliver outcomes on time. Being well-organized allows you to focus time, effort, and resources on the things that are important. Furthermore, the ability to be organized keeps all parties focused on achieving shared goals. Time management can help to work more productively because you will not be wasting unnecessary minutes.

All time management practices were strongly positively correlated with students' academic success, despite any weak links. Time management and organization are the most significant predictors linked to success (Razali et al., 2018). Outside of the classroom, time management is crucial, and studies have shown that being able to manage one's spare time dramatically enhances one's quality of life (Wang et al., 2011).

Time management is still a significant administrative and academic distinction between traditional and online learning. In formal education, there were opportunities for learning where everything was explained. Everyone has goals and objectives they want to achieve. To accomplish them, individuals need to schedule their tasks and activities, utilize technology, prepare mentally, and organize their workspace (Nieuwoudt & Brickhill, 2017).

Besides, Kapur (2017) stated that everyone needs to set up their tasks and obligations following timetables. Regardless of age or profession, people become more productive, well-mannered, and disciplined when they complete their daily activities on schedule. Each person has the freedom to decide how to best use this vital resource. Effective time management enables individuals to maximize productivity, minimize wasted time, and improve their understanding of time management principles.

Lastly, having good time management abilities and being well-organized will help complete projects on time. Although some people seem inherently organized, many others have to actively work at being organized. An intelligent company owner will give employees the tools to effectively manage their time and improve their organizational skills at work. Finding what you need is made simple when well-organized. A time-management strategy helps break down significant goals into more minor, more achievable activities and ensures to complete those chores on time. It makes it easier to move linearly toward a goal (Chron Contributor, 2021).

School Performance. Poor school performance directly impacts students, teachers, parents, and authorities. The quantity of academic achievement starts at the idea stage. This field highlights the conceptual distinctions between "school readiness," "academic achievement," and "school performance," even if the terms are sometimes used interchangeably. Learning is the aim of academic success and education. The internal and external factors that affect knowledge and competence affect performance differently. The things that are very important and beneficial include defining our educational goals, evaluating the circumstances and obstacles we encounter, and creating recommendations and action plans that will help us achieve these goals (Lamas, 2015).

According to Tadese et al. (2022), academic performance is the extent to which a learner, teacher, or institution has achieved their short- or long-term learning objectives. It is measured by ongoing assessments, cumulative grade point average, or CGPA. Higher academic status is associated with improved financial and professional outcomes and more prospects for advancement, according to a correlational study done among Indonesian vocational high school students. Furthermore, students who excel academically tend to be more outgoing, experience less anxiety and depression, and have a greater sense of self-worth and confidence.

Meanwhile, in the study by Yip (2013), it was shown that there were apparent differences between the teaching and learning methods of high-performing high school students and low-performing high school students. All three components—will, self-regulation, and ability—were crucial in the strategic learning model to differentiate high academic performance from low performance. Learning teaching methods were patterns of results showing that high and low achievers use different teaching and learning techniques and different factors to predict student academic success. Successful and competent people are usually highly educated. As always, the emphasis is on excessive education and excellent results. Academic success has a significant impact on students' motivation and determination (Jayanthi et al., 2014).

According to Alam et al. (2022), both academic achievement and student education provide great value in influencing the development of better people and are essential in creating the highest quality leadership and workforce for the social and economic development of the country. The analysis shows that the intention to continue, satisfaction, and the value of knowledge have a significant favorable influence on academic success. Furthermore, the findings demonstrate that satisfaction and perceived informational value significantly enhance intentions to continue. The relationship between academic success and satisfaction is fully mediated the intention to continue, although it only partially mediates the relationship between academic success and knowledge value (Maqableh et al., 2021).

Moreover, one of the most crucial facets of developing human resources is education. Academic performance is the assessment of a student's work various academic subjects. To gauge student progress, educators and administrators commonly review graduation rates, test scores, and classroom behavior. Peer pressure, parental background, teacher quality, and learning infrastructure are only a few of the variables that affect children's academic success. State and federal education officials use graduation rates as a baseline metric of secondary school accomplishment. Every state tests students each year to evaluate their knowledge of the subject matter at the elementary, middle, and high school levels (Danish & Peterson, 2020).

Lastly, educational achievement seen as a multifaceted subject that considers different learning areas at different phases of the educational process. The INVALSI tests are national standardized assessments administered to students at various stages of their education in Italy. They assess proficiency in subjects such as reading, numeracy, and English reading and listening skills, and are used to evaluate student achievements during secondary school. They are used annually to monitor the development of students' knowledge and skills and assess how effectively learned proficiencies and capacities correspond with ministerial learning goals. In addition, the high school final grade can be seen as the result of all the work completed by the conclusion of secondary school, a summary of several achievements and grades across different topics (Bacci et al., 2023).

Focus. Focus is one of the most significant cognitive abilities for finishing activities. It is necessary for tasks including working, studying, reading, and listening. In a state of flow, you maintain focused attention, able to tune out external distractions and concentrate fully on the task at hand. The ability to fully engage in something is the primary advantage of focus. The entire mental energy is focused on this task because you will not be thinking about or doing anything else (Therapy Now, 2023).

According to Verma (2023), in today's fast-paced and competitive society, education significantly influences both professional and personal development. Active engagement in the educational journey enables students to acquire substantial knowledge. Learning requires dedication, persistence, and the ability to overcome challenges. Those who cultivate these qualities develop a strong work ethic that benefits them throughout their lives. Studying diligently is an investment in oneself, enabling progress in personal and professional arenas, unlocking opportunities, and honing essential skills. By placing value on education and dedicating time and effort to academic pursuits, individuals lay the groundwork for a successful and fulfilling future.

Secondly, Yidana (2021) stated that the amount of time students spend in class positively and significantly affects their academic progress. Positive relationships were found for self-study times, group study sessions, and attendance in class. According to the study, students should be required to participate in both group and self-study activities and have adequate time during study hours to complete worthwhile group and self-study projects. Additionally, a strong and positive association was found between the academic success of the students and their degree of self-study, suggesting that higher degree of self-study is linked to a higher academic achievement.

Additionally, Doll (2023) identified three ways improving your focus can boost your performance at work. Firstly, it grants the ability to manage time effectively by reducing distractions such as social media or aimless thoughts, which

enables concentrated effort on tasks. Secondly, it optimizes energy usage; the easier it is to maintain focus, the better you can prevent attention drift. Lastly, intensified focus allows to develop expertise in field by directing more mental energy towards honing specific talents, akin to strengthening a muscle through training, thus enhancing skill proficiency and capacity.

Moreover, Eads (2023) highlighted a few benefits of prioritizing focus, particularly for individuals handling heavy workloads. Initially, it fosters momentum, as focus increases the likelihood of completing tasks, prompting a smoother transition to subsequent tasks due to faster completion. Additionally, it enhances productivity; increased focus not only speeds up task completion but also boosts motivation to handle more tasks efficiently, creating a continuous cycle of heightened motivation. Thirdly, it reduces tension by maintaining commitment to tasks and consistently working towards their completion, thereby reducing the buildup of stress and ensuring responsibilities are not overlooked due to adept energy management. Ultimately, the outcomes are of superior quality; dedicating ample time and focus to tasks yields superior results, reflecting the direct correlation between focus duration and task quality.

Another significant reason that focus is critical for learning and development is that focused students can better retain the material. When a learner can concentrate on a subject or subjects, they are more likely to grasp and comprehend the material being taught to them. One central aid to development is concentration. Since it enables them to concentrate on their academic work and retain information, students should learn how to focus. It could lead to better grades and a deeper understanding of the material (Astral Academy, 2023).

In conclusion, maintaining attentive focus is imperative for continuous learning and academic excellence, which are essential for achieving objectives. Sustained concentration during classes can give numerous immediate and long-term benefits for academic and personal advancement. By consistently directing your attention to the material being studied, you can engage in deeper comprehension and retention, ultimately leading to enhanced academic performance. Moreover, maximized focus increases the likelihood of timely submission of assignments and success in exams, thereby improving your overall academic performance. Additionally, focused attention facilitates more precise decision-making and stimulates creative thinking, fostering the emergence of original ideas. Developing robust study habits and cultivating intense concentration during academic journey lays a solid foundation for future professional success (Feldbrugge, 2023).

Participation. To participate means to engage in decisions that influence one's life. Through active involvement, people can identify opportunities and strategies for taking action, while also fostering a sense of unity to drive change. (Eldis, 2021). It suggests that participation is a comprehensive process that includes decision-making, enables individuals to identify opportunities, plan actions, and build community to achieve positive changes across various aspects of life. When discussing citizen engagement, it's crucial to balance power and urgency to maintain credibility. Such involves ensuring an equitable distribution of power and addressing urgent issues promptly. Recognizing varying levels of commitment to meaningful participation is essential for inclusivity and effectiveness in decision-making processes. Fair power distribution and timely responses to pressing matters enhance legitimacy while acknowledging diverse engagement levels ensures that the decision-making process remains inclusive and effective (Yetano et al., 2010).

According to Roberts (2015), the effectiveness of participation is crucial, yet our understanding of what constitutes successful and unsuccessful participation remains fragmented and unreliable. While it is often assumed that participation leads to better public policy, there is no concrete evidence to support this belief. The impact of citizen involvement in policymaking is still unclear due to insufficient data. It highlights the need for thorough, evidence-based studies to fully understand the effects of participation. Despite being encouraged to participate in the classroom, many students hesitate to speak up. This reluctance can be attributed to factors like shyness, fear of judgment, or low self-esteem. This indicates a disconnect between the encouragement students receive and their actual comfort level or readiness to engage in class activities, emphasizing the need for improved support and guidance (Abdullah et al., 2012).

Also, being engaged in school is closely related to how students rate their health, academic success, life satisfaction, and happiness (de Róiste et al., 2012). Simultaneously, active participation and increased confidence can lead to notable enhancements in engagement. When individuals are more involved and confident, it fosters a positive feedback loop that further boosts their participation. As people become more engaged and self-assured, they are likely to contribute more effectively and frequently, leading to significant and often unexpected improvements in overall participation. This dynamic underscores the importance of creating environments that encourage participation and confidence to achieve substantial and beneficial changes in engagement (Stegers-Jager et al., 2012).

Further, adolescents who participate in multiple activities at the same time tend to excel academically (Badura et al., 2016). These findings suggest that encouraging young people to participate in unstructured activities, especially those that are responsive and adaptive, alongside their school activities, can greatly boost their aspirations and achievements.

It suggests that engaging in a variety of activities not only improves school performance but also promotes the development of broader goals and greater success in various aspects of life (Burns et al., 2022).

Additionally, it was shown that there was a significant yet negative correlation between primary school students' participation in sports and technology addiction. There was a visible decrease in people's addiction to technology as sports participation increased (Ospankulov et al., 2023). Following the study, there is a strong inverse relationship between elementary school kids' inclination toward technology addiction and their involvement in sports. It suggests that participating in more sports could reduce their dependence on technology and potentially mitigate addiction to it. The secondary school can improve their achievements on the certificate by encouraging students to participate in school sports and providing a variety of team and individual sports opportunities (Bradley et al., 2012). Student involvement and skill development are enhanced by playing school-sponsored sports, both in the activity itself and in transferable skills. According to the review, there is some evidence that student engagement improves life skills, self-esteem, social status, democratic skills, interactions between students and adults, and school culture (Mager & Nowak, 2012).

Lastly, Hoskins et al. (2012) stated that there is a strong correlation between understanding citizenship, having the ability and mindset for it, and engaging in social participation, especially in activities that build significant connections. Future student participation is strongly influenced by academic civics education and involvement in student government activities. Moreover, a range of benefits depend on the aim of fostering an engaged community (Reichert & Print, 2017).

Pressure. In psychology, pressure is defined as the feeling of tension or anxiety that arises when a person faces expectations or demands from both internal and external sources. These expectations often related to performance, achievement, or meeting specific standards, can originate from various areas such as the workplace, school, family, or other environments. The pressure arises when an individual needs to fulfill these demands, leading to a heightened sense of stress and urgency (Glossary Psychology, 2023).

According to Pacific Teen Treatment (2023), academic pressure is "an experience in which a student is burdened by the demands of time and energy to achieve specific academic goals." Several possible sources of stress and academic pressure can have a wide range of consequences on students, both emotionally and academically. Academic pressure is generally perceived as within young people, it may also originate from outside causes, such as the increasingly competitive character of school admission. While some teens who experience some academic pressure and find it inspiring, the opposite is also true. Learning how to manage life's challenges is crucial for young people during puberty, and academic pressure could hinder this learning process. Teenagers who are under academic pressure may show signs of emotional or physical stress. A young person may experience anxiety, high competition, an obsession with grades, and many other difficulties because of intense academic pressure.

For example, according to Linder (2023), stated that when students face academic pressure, they become overwhelmed by the demands of their education. They make higher efforts to fulfill their learning objectives. The key factors contributing to academic stress are tough exams completed during the school year. They take multiple tests, which will be one of the determinants to assess if they are capable of moving to the next degree of study. Due to their attitudes, most students endure stress related to their academics and mental health. A fixed mindset makes it difficult to adjust one's attitude and may generate tension. Well-organized students experience reduced stress levels as they perform well in school and accomplish their homework on time.

Setting aside the negatives, working hard under pressure to complete tasks, meet deadlines, and fulfill obligations can sometimes be challenging and frustrating. However, stressful situations can also lead to positive outcomes. We need to be emotionally stable and have a concentrated mindset when it comes to stressful and overwhelming situations to fulfill our goals successfully and on time frame. Under stress, various of features and benefits will surface that will profoundly influence our professional growth, including arranging and concentrating our ideas. When we are pressed for time, we promptly set aside unimportant thoughts and focus on current activities, which activates our latent energy. The fear of being rushed causes every internal and external force to unite and bring forth energy. In addition, we become more productive. Time is never wasted as productivity improves; it keeps getting better at what it does and provides better results. By exerting more energy and participating in more tasks, exercises, and activities, we can enhance and refine our skills (Alkabodi, 2014).

By the same idea, Conant (2015) asserted that people usually view pressure as a negative aspect of their lives. Every problem they confront, meanwhile, also poses critical concerns that test their moral character, leadership talents, and philosophy of life. He also presents three persuasive arguments for why experiencing pressure can improve our character as assist us in achieving our goals with integrity, and motivate us to strive for a meaningful life. First, pressure makes us better by requiring us to utilize all of our abilities and creativity when faced with problems even if we are already exceptional contributors who succeed in everyday circumstances. Second, it is tough for us to keep telling the truth. Pressure improves us since it drives us to think outside the box and find rapid solutions to challenges.

Furthermore, pressure enables us to interact with life more deeply. If we do not embrace the highs and lows of our leadership journey, we will never be able to feel the joy of a significant victory. One could argue that if the "downs" do not force us in some way, then the "ups" are not as significant.

Finally, it is essential to keep a watchful eye out for teenage misconduct. Teenage problem behavior is directly positively impacted by academic pressure, and the relationship between academic pressure and issue conduct is directly mediated by self-control and parent-child conflict. Moreover, there are significant downstream mediation effects between problem behavior and academic pressure in teenagers related to parent-child conflict, self-control, and subjective well-being. To enhance teenagers' psychological traits and reduce problem behavior, internal performance must be aligned with the external environment across four levels: individual, family, school, and society. For instance, schools can provide psychological classes to help students develop their character qualities and enhance their psychological education. To reduce parent-child conflicts and foster a peaceful and contented household, parents' should focus on managing their emotions while engaging with their kids. Adolescents need to prioritize developing self-control and minimizing disruptive conduct. These activities can also improve teens' subjective well-being and social support (Jiang et al., 2022).

1.2 Research Questions

This study sought to answer the following:

1. What is the level of time management of the students according to:
    1.1 Planning,
    1.2 Organizing?
2. What is the level of school performance of the students according to:
    2.1 Focus,
    2.2 Participation,
    2.3 Pressure?
3. Is there a significant relationship between time management and the academic performance of students?

2. METHODS

This study utilized correlational research under quantitative method. The respondents of the study were identified by the use of stratified sampling technique wherein every Grade 11 student had a chance to become a part of the study regardless if they are an honor student or not. Moreover, the researchers only selected 150 respondents. This quantitative study investigated the level of time management of the students by the use of its indicators which are: planning; and organizing. The level of school performance was also identified by the use of its indicators which are: focus; participation; and pressure. To attain the needed responses, an adopted survey questionnaire from Jhon W. Olmstead has been used. The responses have been calculated by the use of mean to measure the level, and pearson-r to identify the relationship between the variables. After the analyzation of results, the researchers then wrote the conclusion of the study as well the recommendations which was based on where the students appeared to have difficulties.

3. RESULTS AND DISCUSSIONS

The Level of Time Management in terms of Planning. The highest mean is 2.92, indicating that students plan their work when they have conflicting tasks. The lowest mean score of 2.31 suggests that students do not typically procrastinate tasks. Overall, Table 1 reveals the result of time management in terms of planning, with the general mean being 2.69, which is described as often observed. It implies that planning often exists in students' time management.

Planning involves setting objectives and devising the necessary steps to achieve them, offering numerous advantages. Firstly, it provides a roadmap for action, directing individuals' efforts toward specific goals, resulting in more effective outcomes. Additionally, planning optimizes resource allocation by identifying priority areas and ensuring that resources are directed where they can have the most impact. Furthermore, it instills dedication and inspiration by clarifying expectations, motivating individuals to strive for success. Moreover, it fosters awareness of expectations, increasing motivation as individuals understand their roles and responsibilities. Lastly, planning establishes objectives and standards, enabling progress monitoring and adjustment as needed, serving as benchmarks for improvement (Lumen Learning, 2016).

According to Khezrlou (2020), developing practical planning skills is achievable, as shown by the positive feedback received from a significant number of students who participated in the training course. Additionally, the study found that students' writing abilities significantly improved in terms of complexity, accuracy, and fluency. These findings highlight the importance of helping students adopt more beneficial practices, particularly those they can sustain

consistently over time. Notably, effective time management and elaboration techniques emerge as crucial factors influencing academic subject grades. It highlights the need for ongoing support and guidance in implementing these strategies to enhance overall academic performance and success (Broadbent, 2017).

Furthermore, when individuals internalize information, it leads to a deeper examination of the problem at hand, encouraging a more deliberate and less impulsive approach. It boosts productivity and expedites the completion of the planning process. To delve deeper into this, when individuals externalize the title of a homework assignment and grasp its temporal aspects, like the deadline, it creates optimal conditions for decision-making. It accelerates the overall planning process, such as devising a homework schedule. In essence, this approach reduces the time required to make decisions and complete planning tasks efficiently (Zibetti et al., 2012).

The Level of Time Management in terms of Organizing. The highest mean is 3.23, indicating that students prioritize tasks based on their importance. The lowest mean is 2.6, indicating that students arrange tasks each day. Overall, Table 2 reveals the result of time management in terms of organizing, with a general mean of 2.88, described as often observed. This suggests that organization is frequently a part of students' time management.

According to Herrity (2023), you can efficiently manage your time, energy, and workspace and do all of the tasks assigned to you when you are well-organized. Organizational skills can take many different forms depending on job title and area of employment. However, they typically involve maintaining a tidy workspace, meeting deadlines, and communicating with coworkers effectively. Setting aside enough time to finish tasks, avoiding concentrating too much on a single subject, and balancing between work and personal life are all parts of time management. Effective time management is essential because it helps to stay energized and calm in a busy environment. Organizing workspace requires to decide about what to do with time and when.

Moreover, developing time management skills is crucial to becoming more organized. Avoiding distractions, allocating a certain period each day, and restricting usage of social media and other internet resources to that period all assist. It has been demonstrated that allocating time for each activity and tracking it can help boost productivity. While sticking to a rigid plan can be difficult, it can ensure that all work is finished within the allocated time and allow extra time for unanticipated events. Furthermore, it has been demonstrated that being able to manage one's spare time dramatically enhances one's quality of life, making time management crucial outside of the classroom (Wang et al., 2011).

Furthermore, as per Miles (2023), you can manage expectations, stay on top of things, and deliver outcomes on time with the help of soft skills like organization. You can focus your time, effort, and resources on crucial projects when you possess strong organizing abilities. Furthermore, the ability to be organized keeps everyone involved on pace to accomplish shared goals. Therefore, you will not waste unnecessary time, and time management can help you work more productively.

The Level of School Performance in terms of Focus. The highest mean is 2.89, indicating students can focus on one task at a time. The lowest mean is 2.8, indicating that students can finish their tasks on time. Overall, Table 3 shows the results of school performance in terms of focus, with a general mean score of 2.79, indicating that it is often observed. It implies that focus often exists in the school performance of students.

Focus is one of the most significant cognitive abilities for finishing activities. It is necessary for tasks including working, studying, reading, and listening. In a state of flow, you maintain focused attention, able to tune out external distractions and concentrate fully on the task on hand. The ability to fully engage in something is the primary advantage of focus. The entire mental energy is focused on this task because you will not be thinking about or doing anything else (Therapy Now Sf, 2023).

Another significant reason that focus is critical for learning and development is that focused students can better retain the material. When a learner can concentrate on a subject, they are more likely to absorb and understand the material being taught. One primary aid to development is concentration. Since it enables them to concentrate on their academic work and retain information, students should learn how to focus. It could lead to better grades and a deeper understanding of the material (Astral Academy, 2023).

Maintaining attentive focus is imperative for continuous learning and academic excellence, which are essential for achieving objectives. Sustained concentration during classes can give numerous immediate and long-term benefits for academic and personal advancement. By consistently directing attention to the material being studied, you can engage in deeper comprehension and retention, ultimately leading to enhanced academic performance. Moreover, maximized focus increases the likelihood of timely submission of assignments and success in exams, thereby improving overall academic performance. Additionally, focused attention facilitates more explicit decision-making and stimulates creative thinking, fostering the emergence of original ideas. Developing robust study habits and cultivating intense concentration during academic journey lays a solid foundation for future professional success (Feldbrugge, 2023).

The Level of School Performance in terms of Participation. The highest mean is 3.32, indicating that students participate in every group activity. The lowest mean is 2.3, indicating that students raise questions regarding the topic.

Overall, Table 4 reveals the result of school performance in terms of participation, with a general mean of 2.67, described as often observed. It implies that participation often exists in the school performance of students.

By getting actively involved, people can identify opportunities and strategies for action and build a sense of unity to drive change (Eldis, 2021). This means that participation is a strong process that involves not only decision-making but also helps individuals find opportunities, plan actions, and build a sense of community to make positive changes in different areas of life. When considering citizen engagement, balancing power and urgency is crucial to maintaining legitimacy (Yetano et al., 2010).

Even though they are encouraged to participate in class, many students hesitate to speak up. This reluctance can be attributed to shyness, fear of judgment, or low self-esteem. It indicates a disconnect between the encouragement students receive and their actual comfort level or readiness to engage in class activities, emphasizing the need for improved support and guidance (Abdullah et al., 2012).

Simultaneously, active participation and increased confidence can lead to notable enhancements in engagement. When individuals are more involved and confident, it fosters a positive feedback loop that further boosts their participation. As people become more engaged and self-assured, they are likely to contribute more effectively and frequently, leading to significant and often unexpected improvements in overall participation. This situation highlights the need to create environments that encourage both participation and confidence to achieve meaningful and positive changes in engagement (Stegers-Jager et al., 2012).

The Level of School Performance in terms of Pressure. The highest mean is 3.05, indicating that students keep in mind that they should finish their homework on time. The lowest mean is 2.19, indicating that students delay tasks out of fear. Overall, Table 5 reveals the result of school performance in terms of pressure, with a general mean of 2.67, described as often observed. It implies that pressure often exists in the school performance of students.

According to the Glossary of Psychology (2023), pressure is the tension or anxiety a person feels due to expectations or demands from both internal and external sources. These expectations are often related to performance, achievement, or meeting specific standards, can originate from various areas such as the workplace, school, family, or other environments. The pressure arises when an individual needs to fulfill these demands, leading to a heightened sense of stress and urgency.

There are numerous potential sources of stress and academic pressure, which can have a wide range of consequences on students, both emotionally and academically. Academic pressure is "an experience in which a student is burdened by the demands of time and energy to achieve specific academic goals." Although academic pressure is often associated with youth, it can also come from other sources, such as the growing competition for university admission. At the same time, some teenagers find academic pressure encouraging (Pacific Teen Treatment, 2023).

Many qualities and benefits will surface under pressure that will impact our development, such as organizing and focusing our thoughts. When under time pressure, we quickly put away irrelevant thoughts and concentrate on the tasks at hand, which awakens our dormant energy. If they fear the rush, every internal and external force will unite and bring energy. We will become more productive as a result of this. When productivity rises, time is never wasted because it simply keeps becoming more proficient at what it does and yield more remarkable outcomes. We can improve our talents by putting in more effort and participating in more tasks, exercises, and activities (Alkabodi, 2014).

Significant Relationship between Time Management and School Performance. The mean values for Time Management (2.78) and School Performance (2.71), with a correlation coefficient of 0.481, indicating a low positive correlation. The low positive correlation indicates that as students' time management increases, their school performance also increases. The p-value of 0.000 is less than $\alpha=0.05$, leading to rejecting the null hypothesis. Thus, there is a clear link between students' time management skills and their academic performance. It implies that students' school performance is affected by their time management.

According to Basila (2014), time management is the best indicator of students' performance. Students' academic achievement and time management are closely correlated, with successful students demonstrating practical time management skills. Their study's findings also indicated that the category of time management with the most significant degree was time planning. It was unequivocally demonstrated that there is a strong positive correlation between students' academic achievement and time management. Allowing students to study outside of or in addition to the classroom has a favorable effect on their personal lives and their academic success (Nasrullah & Khan, 2015).

In addition, time management is considered one of the critical success factors in the typical academic system, where the ability to manage one's time well plainly affects grades. Practical time management skills are very closely linked to academic achievement. If they effectively manage their time, they can study as much as needed. However, if a specific obstacle was not overcome, the level of success also decreased. With adequate time management, people may accomplish their goals and perform better academically. For students, time is the most helpful resource. Every student can easily and effectively participate in academic life if they manage their time effectively (Ahmad et al., 2019).

Moreover, students devised with these tactics, which included setting priorities for activities and goals, creating plans and calendars, dealing with distractions, keeping a clean workstation, and taking a constructive approach to time management. A positive correlation was observed between students' time management skills and academic success. Students' managerial behavior increases in tandem with the longer-term rise in academic success (Khan et al., 2020).

3.1 Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

For the School. The results showed that most of the students had good time management and school performance. However, according to the results of one indicator, students finds it uncomfortable to speak up in front of the class. Schools can foster student participation and curiosity by cultivating a safe, inclusive environment where learners feel valued, supported, and free to express their thoughts without fear or judgement.

For the Teachers. Based on the results, students perform well in school, but there are instances where they find it difficult to raise questions regarding the discussions. Teachers can address this issue by encouraging students to ask questions freely without fear. Although students may hesitate, teachers can create an environment that makes them feel comfortable speaking up.

For the Parents. Parents bear a significant responsibility in teaching their children effective time management skills. They should collaborate closely with their kids to establish a structured daily routine. Encouraging children to prioritize challenging assignments and break them down into smaller, manageable tasks can enhance productivity and reduce procrastination. It's crucial for parents and children to openly discuss academic goals, challenges, and progress together.

For the Students. The results for one of the indicators, focus, showed that students struggle to divide their attention. One key to achieving proper division of time is to find appropriate times for completing tasks, ensuring they are done efficiently and not just for compliance. Additionally, the results for another indicator, participation, revealed that students hesitate to ask questions about the topics. Students should not be afraid to ask questions because that is how they learn. Moreover, procrastination and breakdowns were also identified, and students must address these problems before they worsen. Students are strongly encouraged to manage their time effectively, as it improves their school performance and helps prevent or reduce such circumstances.

For the Future Researchers. The results showed that students have the habit of procrastinating, do not raise questions about the discussions, find it difficult to divide their time and have breakdowns, especially when facing conflicting tasks. Future researchers may also study this issue, as it needs to be addressed to help students foster better time management skills, not just in school but every aspect of life.

4. CONCLUSION

This study comprises Grade 11 students of Assumption College of Nabunturan from all strands. The results generally showed a correlation between time management and school performance. A low positive correlation has been identified as the degree of relationship, which means that when students manage their time, their school performance improves. Based on the results of each indicator, it was found that students have a habit of procrastination, refrain from asking questions about the topics, find it challenging to allocate their time, and struggle when faced with conflicting tasks. Due to this, the students are challenged and encouraged to manage their time well to avoid these circumstances, as it is proven that when students' time management increases, their school performance also increases. Time management significantly influences the school performance of students.

5. REFERENCES

[1]. Abdullah, Mohd. Y., Bakar, N. R. A., & Mahbob, M. H. (2012). Student's Participation in ClassroomWhat Motivates them to Speak up? Procedia - Social and Behavioral Sciences, 51(18770428), 516–522. https://doi.org/10.1016/j.sbspro.2012.08.199

[2]. Aeon, B., Faber, A., & Panaccio, A. (2021, January 11). Does time management work? A meta analysis. Plos Journal. https://doi.org/10.1371/journal.pone.0245066

[3]. Ahmad, S., Batool, A., & Choudhry, A. (2019). Path relationship of time management and academic achievement of students in distance learning institutions. 5(2), 191-208. https://eric.ed.gov/?id=EJ1266710

[4]. Alam, R., & Islam, R. (2022, November). Determinants of academic performance of the students of public universities in Bangladesh. Athens journal of education. 9 (4), 641-651. https://doi.org/10.30958/aje.9-4-6

[5]. Alani, F., Khan, F. R., & Hawas, A. T. (2020). Do time management factors impede students' academic achievement? : A case study – Sohar University, Oman. MGES Journals. https://doi.org/10.18510/hssr.2020.8421

[6]. Alkabodi, A. (2014). Advantages of working well under pressure. Linkedin. https://www.linkedin.com/pulse/20140722215546-246946526-advantages-of

[7]. Al-Yami, A. A., Abdulwahed, A., Azhar, A., Binsaddik, A., & Bafaraj, S. M. (2021). Impact of time-management on the student's academic performance: A cross-sectional study. Creative Education, 12(03), 471–485. https://doi.org/10.4236/ce.2021.123033

[8]. Apgar, M., & Thorpe, J. (2021). What is participation?. Eldis. https://www.eldis.org/keyissues/what-participation

[9]. Astral Academy. (2023, February 14). The importance of concentration for kid's learning development. Linkedin. https://www.linkedin.com/pulse/importance-concentrationkidslearningdevelopmentastralacademy#:~:text=Kids%20who%20are%20focused%20are,on%20a%20task%20or%20subject.

[10]. Bacci, S., Bertaccini, B., Petrucci, A., & Tocchioni, V. (2023). Assessing the predictive capability of Invalsi tests on high school final mark. Firenze University press, Genova University press. https://doi.org/10.36253/979-12-215-0106-3.03

[11]. Badura, P., Sigmund, E., Madarasova Geckova, A., Sigmundova, D., Sirucek, J., van Dijk, J. P., & Reijneveld, S. A. (2016). Is Participation in Organized Leisure-Time Activities Associated with School Performance in Adolescence?. PLOS ONE, 11(4), e0153276. https://doi.org/10.1371/journal.pone.0153276

[12]. Basila, C. (2014, July). Good time management and motivation level predict student academic success in college on-line courses. ResearchGate. https://www.researchgate.net/publication/287637837

[13]. Bhandari, P. (2021, July 7). Correlational research l When and how to use. Scribbr. https://www.scribbr.com/methodology/correlational-research/#:~:text=A%20correlational%20research%20design%20investigates%20relationships%20between%20two%20variables%20(or,experimental%20type%20of%20quantitative%20research.

[14]. Bradley, J., Keane, F., & Crawford, S. (2012). School Sport and Academic Achievement. Journal of School Health, 83(1), 8–13. https://doi.org/10.1111/j.1746-1561.2012.00741.x

[15]. Broadbent, J. (2017). Comparing online and blended learner's self-regulated learning strategies and academic performance. The Internet and Higher Education, 33, 24-32. https://doi.org/10.1016/j.iheduc.2017.01.004

[16]. Burns, E. C., Martin, A. J., Kennett, R., Pearson, J., & Munro-Smith, V. (2022). High school students' out-of-school science participation: A latent class analysis and unique associations with science aspirations and achievement. Journal of Research in Science Teaching, 60(0022-4308). https://doi.org/10.1002/tea.21806

[17]. Chron Contributor. (2021, October 5). Organizational & time management skills. Small business – Chron.com. https://smallbusiness.chron.com/organizational-time-management-skills2889.html

[18]. Conant, D. (2015, December 16). 3 important reasons why pressure is a privilege. https://conantleadership.com/3-important-reasons-why-pressure-is-a-privilege/

[19]. Cyril, V. (2015, February15). Time management and academic achievement of higher secondary students. Semantic scholar. https://www.semanticscholar.org/paper/Time-Management-and-Academic-Achievement-of-Higher-Cyril/6eaaba2010a1c640943ac120cd996123679321f9

[20]. Danish, S., & Peterson, P. (2020). Changes in the performance of students in charter and district sectors of U.S. education: An analysis of nationwide trends. Program on Education Policy and Governance Working Papers Series. Eric.gov. https://eric.ed.gov?id=ED609871

[21]. de Róiste, A., Kelly, C., Molcho, M., Gavin, A., & Nic Gabhainn, S. (2012). Is school participation good for children? Associations with health and wellbeing. Health Education, 112(2), 88–104. https://doi.org/10.1108/09654281211203394

[22]. Doll, K. (2023, August 24). The top 5 benefits of focus in all aspects of life. Shortform. https://www.shortform.com/blog/benefits-of-focus/#:~:text=In%20The%20Power%20of%20Unwavering,of%20staying%20focused%20in%20life.

[23]. Eads, A. (2023, September 24). 10 ways to improve your focus and concentration. Indeed. https://www.indeed.com/career-advice/career-development/ways-to-improvefocus#:~:text=When%20you%20stay%20focused%20on,to%20achieve%20your%20next%20goal.

[24]. Eldis. (2021). What is participation?. Eldis.org. https://www.eldis.org/keyissues/what

[25]. Faisal, Z., Miqdadi, A. F., Mohammad, T., & Nabil, M. (2014). The Relationship

between TimeManagement and the Academic Performance of Students. University of Bridgeport, Bridgpeort, CT, USA.

[26]. Feldbrugge, L. (2023, March 15). The focused person: What are the benefits of focus. Truemydentity. https://www.truemydentity.com/blogs/news/focused-person-benefits-of-being-f

[27]. Glossary of Psychology. (2023). Pressure. Lexicon. https://www.psychology lexicon.com/cms/glossary/49-glossary-p/15234-pressure.html

[28]. Herrity, J. (2023, March 4). 10 ways to boost your professional time management skills. Indeed. https://www.indeed.com/career-advice/career-development/improve-time-management-skills

[29]. Hoskins, B., Janmaat, J. G., & Villalba, E. (2012). Learning citizenship through social participation outside and inside school: an international, multilevel study of young people's learning of citizenship. British Educational Research Journal, 38(3), 419–446. https://doi.org/10.1080/01411926.2010.550271

[30]. Inoue, C., & Lam, D. M. (2021). The effects of extended planning time on candidates' performance, processes, and strategy use in the lecture listening-into-speaking tasks of the TOEFL iBT® Test. ETS Research Report Series, 2021(1), 1-32. https://onlinelibrary.wiley.com/doi/full/10.1002/ets2.12322

[31]. Irwansyah, M., Meitriana, M. A., & Istiqomah, N. (2021, December 21). Exploring student academic procrastination based on time management, social support and self-efficacy. Atlantis-Press. https://doi.org/10.2991/assehr.k.211222.019

[32]. Jayanthi, S. V., Balakrishnan, S., Ching, A. L. S., Latiff, N. A. A., & Nasirudeen, A. M. A. (2014). Factors contributing to academic performance of students in a tertiary institution in Singapore. American Journal of Educational Research, 2(9), 752-758. https://www.researchgate.net/publication/273213988_

[33]. Jiang, M. M., Gao, K., Wu, Z. Y., & Guo, P. P. (2022, September 21). The influence of academic pressure on adolescents' problem behavior: Chain mediating effects of self control, parent-child conflict, and subjective well-being. Frontiers in psychology, 13, 954330. https://doi.org/10.3389/fpsyg.2022.954330

[34]. Kapur, R. (2017). University of Delhi, Delhi | DU | Department of adult, continuing education & extension. Research Gate. https://www.researchgate.net/profile/RadhikaKapur2?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

[35]. Khan, I., Zeb, A., Ahmad, S., Ullah, R. (2020). Relationship between university students time management skills and their academic performance. https://doi.org/10.26710/reads.v5i4.900

[36]. Khezrlou, S. (2020). Training planning in second language narrative writing. ELT Journal, 74(1),49-62. https://academic.oup.com/eltj/article abstract/74/1/49/5714013

[37]. Kumar, A. (2022, November 9). Planning in management: Meaning, definitions, nature, importances, features, principles, approaches. Getup Learn. https://getuplearn.com/blog/planning-in-management/

[38]. Kumar, P. M., & Aithal, P. S. (2019). Importance of Time as Resource in Managing Organizations. Proceedings of National Conference on Recent Advances in Technological Innovations in IT, Management, Education & Social Sciences, 45-52. https://ssrn.com/abstract=3513000

[39]. Lamas, H. A. (2015). School Performance. Propósitos Y Representaciones. Journal of Educational Psychology, 3(1), 313–386. https://doi.org/10.20511/pyr2015.v3n1.74

[40]. Larbi, D. O. (2015, July). Incidence of time management on academic performance in Yilo Krobo Senior High School (Somanya) in the Eastern Region. University of Cape Coast institutional repository. https://ir.ucc.edu.gh/xmlui/handle/123456789/3526

[41]. Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer publishing company. https://scholar.google.com/scholar_lookup?&title=Stress%2C%20appraisal%20and%20coping&publication_year=1984&author=Lazarus%2CRS&author=Folkman%2CS

[42]. Linder, J. (2023). The consequences of academic pressure on students' mental health. https://www.transformationsnetwork.com/post/the-consequences-of-academic-pressure-on-students-mental-health

[43]. Lumen Learning. (2016). Principles of management. Lumen. https://courses.lumenlearning.com/wm-introductiontobusiness/chapter/planning/

[44]. Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. Educational Research Review, 7(1), 38–61. https://doi.org/10.1016/j.edurev.2011.11.001

[45]. Maqableh, M., Jaradat, M., & Azzam, A. (2021, February 09). Exploring the

determinants of students' academic performance at university level: The mediating role of internet usage continuance intention. https://doi.org/10.1007/s10639-021-10453-y

[46]. Miles, M. (2023, March 24). 10 organizational skills that will put you a step ahead. Betterup. https://www.betterup.com/blog/organizational-skills

[47]. Nasrullah, S., & Khan, M. S. (2015). The impact of time management on the students' academic achievements. Journal of Literature, Languages and Linguistics, 11, 66-71. https://iiste.org/Journals/index.php/JLLL/article/view/23538

[48]. Nieuwoudt, J. E., & Brickhill, M. (2017, December). Time management and attitude towards science as predictors of academic success in an enabling science subject: A preliminary exploratory study. ResearchGate. https://www.researchgate.net/publication/322530642

[49]. Ocak, G., & Boyraz, S. (2016, February 27). Examination of the relation between academic procrastination and time management of undergraduate students in terms of some variables. Semantic Scholar. https://www.semanticscholar.org/paper/Examination-of-the-Relation-between-Academic-and-of-Ocak-Boyraz/58cde7addf44f34d67f22ed7b22f4429cc6330e2

[50]. Olmstead, J. (2010). Effective time management skills and practices: Self assessment questionnaire. Olmstead & Associates. https://www.olmsteadassoc.com/wp-content/uploads/2017/01/Effective-Time-Management-Skills-Self-Assessment-Questionnaire.pdf

[51]. Ospankulov, Y., Nurgaliyeva, S., Zhumabayeva, A., Zhunusbekova, A., Tolegenuly, N., Kozhamkulova, N., & Zhalel, A. (2023). Examining the Relationships between Primary School Students' Participation in Sports and Technology Addictions. International Journal of Education in Mathematics, Science and Technology, 11(3), 804–819. https://doi.org/10.46328/ijemst.3177

[52]. Pacific Teen Treatment. (2023). What are the effects of academic pressure?. https://pacificteentreatment.com/mental-health/what-are-the-effects-of-academic-pressure/

[53]. Pertiwi, L. (2022). Investigating the correlation between time management and accomplishing the highest honor of academic achievement in PMPBI UNJ students. Intertwining English Language Education With Culture In Society, 2 (1). http://dx.doi.org/10.21111/ijelal.v2i1.5791

[54]. Peteros, D., Cañabano, T., Sanchez, T., Peconcillo Jr., B., Capuno5, G., Manguilimotan, P., Padillo, G., Espina, C., Pinili, C., & Capuno, C. (2021, April 13). Understanding the effects of time management and self-efficacy on math performance among high school students working part-time in Cebu, Philippines. 455-Article Text. https://www.scihorizon.com/article/download/understanding-the-effects-of-time-management-and-self-efficacy-on-math-performance-among-high-school-students-working-part-time-in-cebu-philippines

[55]. Pugh, C. M., & Nathwani, J. N. (2017). Time management. In duccess in academic Surgery, 187-199. Cham: Springer. https://doi.org/10.1007/978-3-319-43952-5_15

[56]. Rashid, A., Sharif, I., Khan, S., & Malik, F. (2020). Relationship between time management behavior and academic performance of university students. Journal of Business and Social Review in Emerging Economies, 6(4), 1497-1504.https://www.publishing.globalcsrc.org/ojs/index.php/jbsee/article/view/1481

[57]. Razali, S. N., Rusiman, M. S., Gan, W. S., & Arbin, N. (2018). The impact of time management on students' academic achievement. IOP Science. https://doi.org/10.1088/1742-6596/995/1/012042

[58]. Reichert, F., & Print, M. (2017). Civic participation of high school students: the effect of civic learning in school. Educational Review, 70(3), 318–341. https://doi.org/10.1080/00131911.2017.1316239

[59]. Roberts, N. C. (2015, January 8). The age of direct citizen participation. Taylor&Francis group. https://doi.org/10.4324/9781315700427

[60]. Sam, M.S. (2013, May 11). What is focus?. Psychology Dictionary. https://psychologydictionary.org/focus/

[61]. Savino, D. M. (2016). Frederick Winslow Taylor and his lasting legacy of functional leadership competence. Journal of Leadership, Accountability and Ethics, 13, 70. https://www.articlegateway.com/index.php/JLAE/article/view/1926

[62]. Stegers-Jager, K. M., Cohen-Schotanus, J., & Themmen, A. P. N. (2012). Motivation, learning strategies, participation and medical school performance. Medical Education, 46(7), 678–688. https://doi.org/10.1111/j.1365-2923.2012.04284.x

[63]. Strom, P. S., Strom, R. D., & Sindel-Arrington, T. (2016). Adolescent views of time management: Rethinking the school day in junior high school. American secondary education, 44(3), 38–55. https://www.jstor.org/stable/45147886

[64]. Sujan. (2023, June 15). What is organizing? definition, features, principles, process, and importance. Tyonote. https://tyonote.com/organizing/?amp

[65]. Tadese, M., Yeshaneh, A., & Mulu, G. B. (2022). "Determinants of good academic performance among university students in Ethiopia: a cross-sectional study. BMC Medical Education. https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-022-03461-0

[66]. Therapy Now Sf. (2023, March 28). What is focus and why is it important. Therapy Now Sf. https://www.therapynowsf.com/blog/what-is-focus-and-why-is-it-so-important

[67]. Verma, A. (2023, May 30). The importance of focusing on studies: Why academic excellence matters?. Medium. https://medium.com/@av212174/the-importance-of-focusing-on-studies-why-academic-excellence-matters-4fe436745e71

[68]. Virtual Space. (2022, October 19). The pickle jar theory time management method. Medium.https://medium.com/virtualspace/the-pickle-jar-theory-time-managementmethod28a168508e45#:~:text=The%20pickle%20jar%20theory%20was,pickle%20jar%20is%20an%20analogy.

[69]. Wang, W. C., Kao, C. H., Huan, T. C., & Wu, C. C. (2011). Free time management contributes to better quality of life: A study of undergraduate students in Taiwan. Journal of Happiness Studies, 12, 561-573. https://doi.org/10.1007/s10902-010-9217-7

[70]. Wäschle, K., Lachner, A., Stucke, B., Rey, S., Frömmel, C., Nückles, M. (2014, December 1). Effects of visual feedback on medical students' procrastination within web-based planning and reflection lrotocols. Computers in Human Behavior. 41, 120-136. https://doi.org/10.1016/j.chb.2014.09.022

[71]. Yetano, A., Royo, S., & Acerete, B. (2010, October 1). What is driving the increasing presence of citizen participation initiatives?. SAGE Publications. https://doi.org/10.1068/c09110

[72]. Yidana, P. (2021). Senior high school students' usage of time and its impact on their academic achievement in Northern Ghana. Interdisciplinary Journal of Education Research, 3(2). https://doi.org/10.51986/ijer-2021.vol3.02.06

[73]. Yip, M.C.W. (2013). Learning strategies and their relationships to academic performance of high school students in Hong Kong. Tandfonline. https://doi.org/10.1080/01443410.2013.794493

[74]. Zibetti, E., Chevalier, A., Eyraud, R. (2012). What type of information displayed on digital scheduling software facilitates reflective planning tasks for students? Contributions to the design of a school task management tool. Computers in human behavior, 28(2), 591-607. https://www.sciencedirect.com/science/article/abs/pii/S0747563211002494