TIME MANAGEMENT SKILLS AND ACADEMIC PERFORMANCE OF GRADE 9 STUDENTS

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ABSTRACT

The aim of this study is to determine the relationship between the time management skills and academic performance of the grade 9 students. The participants were 70 students enrolled at a public school in the south part of Davao, Philippines. A quota sampling method approach was applied in this study. In order to collect the data, a questionnaire was given to the students. The time management skills show a mean score of 4.36 with a very high descriptive which denoted that the students always manifested. The level of academic performance mean scores 88.71 result a very high descriptive level and manifested good grades. There is a moderate significant positive correlation between the relationship of time management skills and academic performance of Grade 9 students. In conclusion, students should increase their knowledge of their attitudes in order to develop their time management skills. Academic achievement is influenced by time management planning, thinking, and actions. Students need to be conscious of time wasting and take ownership of time management.

Keywords: Time Management; Academic Performance; Junior High School Students.

I.   INTRODUCTION

The basic assumption is that people with great time management abilities are more likely than those without such abilities to succeed academically but not all individuals who manage their time well are better equipped to handle the demands of academic work; therefore, time management skills can help with productivity, organization, and academic achievement.

The practice of managing and planning how to divide available time between different activities is known as time management. A person's total performance and accomplishments can be greatly impacted by how well they manage their time. Razali, et al. (2018), indicated that all time management techniques greatly improve students' academic performance. Bicknell, James, and Maton (2016) carried out a study in Australia that had this as its main subject. The purpose of the study was to look into the relationship between undergraduate students majoring in the health sciences' time management abilities and academic achievement. The study's findings showed that students with stronger time management abilities performed better academically, especially on homework. The study makes the case that time management abilities may be crucial for academic achievement, particularly for students in rigorous academic fields like the health sciences.

According to one study, students with good time management abilities outperform those with poor time management abilities in terms of their academic performance (Dahm, Glutting, & Young, 2017). Similar to this, a meta-analysis by MacDonald, Salaga, and Franco (2018) found that time management is one of the most important indicators of students' academic achievement.

When it comes to defining goals, evaluating resources, controlling management practices, and scheduling decisions, these characterized time management as a worthwhile goal of many human activities. According to Lombar and Jager (2020), there is a significant and advantageous relationship between students' academic success and their ability to keep their schedules. Furthermore, according to Al Khatib (2021), high levels of academic accomplishment were linked to better time management and lower reported stress.

Grade point average (GPA) is a widely used measure of academic performance that is connected to students' capacity to prioritize their workload and is used to determine whether or not they can manage the curriculum's study material. It also shows if the curriculum is engaging enough for learners to look forward to their classes. It has been demonstrated that student academic performance is determined by student academic competence, and a student with superior academic competence is likely to demonstrate better academic performance.

This study's goal is to ascertain how students' time management skills and academic performance are related. Finally, these findings will be beneficial to the teaching and non-teaching personnel as well as the entire

education authority because they will offer important information regarding the connection between time management skills and academic performance. The respondents are ninth-graders from the Southern part of the Philippines- Elias B. Lopez Memorial National High School in Eden, Toril District in Davao City. These findings will be a valuable source of knowledge about the educational community and help to enhance the teaching and lead the way to the learners on how they can use their time more effectively for better learning process.

II.   LITERATURE REVIEW

Time Management Skills

Time management procedures can help individuals achieve their goals by identifying and planning the activities necessary to complete their plans, improving productivity, and increasing job satisfaction (Zafarullah and Pertti, 2017). The process to using time effectively to achieve maximum productivity involves managing work schedules and engaging in advance planning, organizing and implementation to achieve the organizational objectives (Sahito, Khawaja, Panhwar, Siddiqui, & Saeed, 2016).

Both art and science go into managing one's time. Everyone must learn how to perform it; while some individuals are skilled at it, not everyone is. Time is an invaluable resource. Time is endless, and the time consumed by everyone can never be retrieved. Time may seem to flow constantly, but as it is spent on certain activities, some may find it not enough to finish the things to be done in a day (Carroll, 2015). Everyone should be able to manage their time effectively and efficiently in order to complete their tasks. Additionally, good time management produces better decisions, especially when one is not under pressure. As a result, by choosing the right choices deliberately, one can lead a successful life simply by managing their time well. Furthermore, a person's personal approach can be used to describe their time management abilities and methods. It, in general, adds to many important qualities (Carroll, 2015). Accordingly, empirical studies frequently demonstrate a significant correlation between students' time management and academic performance (Aeon, 2021), as well as well-being factors such as lowered stress and anxiety (Häfner, 2015).

According to Sahito et al. (2016), time management is a technique for allocating time in accordance with the demands of various tasks and activities with the aim of assuring organizational performance and maximizing benefits by using, saving, and not wasting time or energy. Effective time management entails making the best use of time to boost output and success. To accomplish organizational objectives through thorough planning, coordination, and implementation, work schedules must be managed. Since it involves the development and application of effective ways to complete assignments within a specific time frame and at the requisite quality level, Time management is a crucial asset for both individuals and organizations (Sahito et al., 2016). However, the only way to create good time management is through effective application, talents and behaviors needed for professional success.

Due to attending courses, finishing homework, and studying for tests, students generally have very hectic and stressful lives. They also have distinct daily schedules and lives, which are essential for striking a balance between their academic and extracurricular obligations. It can be difficult and intimidating to find the time to complete everything at once. Here is an example of how to effectively manage your time. Students need to nurture this skill. For them to be efficient and more effective, they must adopt the essential tactics and apply them. These abilities enable students to organize their time and prioritize impending tasks and events. This contributes significantly to academic performance by helping students stay organized and prevent procrastination. With a student's busy schedule, time management can be very helpful. It guarantees that students are well-prepared, organized, and focused to manage their everyday life and complete academic work on time. Although it can result in more success, this is a skill that students must acquire and hone. For students to develop effective time management techniques, they must change their habits. Students must take the initiative to recognize their issues in order for this to occur. Effective time prioritization is a key component of having good time management abilities.

Academic Performance

Academic performance is the outcome of education. In other words, academic performance refers to a student's, a teacher's, or an institution's level of achievement of their academic goal (Aduke, 2015). According

to Kithinji and Kanga (2017), the established global standard for evaluating the quality of students' earnings is academic performance in all educational systems. Continuous evaluation or exams are typically used to evaluate academic performance. The best way to evaluate educational achievement or the most important factors are not, however, generally acknowledged. If time is not managed efficiently and wisely, academic performance will decline. (Aduke, 2015).

Students who succeed are good time managers, according to study findings that revealed how effective management programs raise GPAs. Students' academic success is significantly predicted by a number of variables, including time management attitudes, actions, and control. Usually, a student's GPA serves as a gauge of their academic performance. In line with a number of research (Adebayo, 2015; Kaushar, 2013), the most recent study by Jalagat (2016) strongly recommends using GPA as a gauge of student academic performance.

Grades. Numerous research has examined their effect on student motivation and academic accomplishment, which is a vital component of education. Grading has existed for more than 2000 years; graded tests can be found in classical Greece and Rome. The Roman system of "litterae," which utilized letters to denote levels of accomplishment on exams and assignments, is one of the first known examples of grading (Hult, 2018).

Grade is a document that summarizes a student's academic performance throughout a specific period, usually a semester or academic year. It typically includes information such as the courses taken, grades earned, and grade point average (GPA). According to the National Center for Education Statistics (NCES), "Grades are the primary measure of student achievement in college and high school" (NCES, 2019).

Statement of the Problem

1. What is the level of time management skills of grade 9 students?

2. What is the level of academic performance of grade 9 students in terms of:

2.1 Grades

3. Is there a significant relationship between time management and academic performance of Grade 9 students?

III.   METHOD

Participants

The current study was conducted at a public school located in the southern part of 3rd District of Davao City, Philippines. The sample consisted of 65 students of Grade 9 in Junior High School of the Basic Education Department.

Procedures

This study was conducted through the use of descriptive-correlational research design. A questionnaire that is answerable by arranged from strongly agree to strongly disagree and the academic performance of the students in grade point average (GPA). A questionnaire in time management skill was adapted from Calbaptist, 2020. The data collection considered the ethical consideration before conducting the study. The researcher coordinated with the school head and the teachers. The survey questionnaire was administered to the students during their vacant time. The aims of this instrument was to collect information about students' opinions regarding the use of the time management skills whereas the purpose of obtaining their GPA to the respondents' respective advisers was used to determine the implications on the students. The data gathered will be analyzed using statistical measures.

IV.   RESULTS AND DISCUSSIONS

This section presents and analyzes the findings obtained in this study related to time management skills and academic performance of Grade 9 students.

Table 1. Level of Time Management Skills of Grade 9 Students

Sub-Indicators	Mean	Descriptive Level
1. I read selectively, skimming the content to discover the key points, then underlining them.	4.45	Very High
2. I write a list of things I need to get done every day.	4.39	Very High

3. I keep things organized and put away correctly.	4.45	High
4. I rank the tasks I need to complete in order of importance and urgency.	4.50	Very High
5. I focus on only one significant task at a time, yet I work on several unimportant activities concurrently.	4.42	Very High
6. I develop a list of quick things that I can complete in five or ten minutes.	4.50	Very High
7. I break up big undertakings into smaller, independent segments.	4.45	Very High
8. I go through my planner every day when I finish my responsibilities.	4.33	Very High
9. I do the most important tasks at my best time during the day.	4.44	Very High
10. I have a block of uninterrupted time to work every day.	4.17	Very High
11. I take today's necessary action. I don't delay anything.	4.32	Very High
12. I occasionally assess how I am spending my time using my academic calendar.	4.30	Very High
13. I set them for myself even I am not given deadlines.	4.48	Very High
14. I get something done every time I'm waiting.	4.32	Very High
15. I avoid wasting time.	4.22	Very High
16. I complete at least one task every day.	4.58	Very High
17. I plan to spend some time alone each day for personal purposes (such as planning, meditation, prayer, and exercise).	4.55	Very High
18. I made objectives for the academic year. Long Term (Educational, Personal, Spiritual)	4.38	Very High
19. I make myself goals every semester. (Academic, private, religious, etc.)	4.33	Very High
20. I'm always looking for simple ways to be more productive with my time.	4.42	Very High
Overall Mean	**4.36**	**Very High**

Most of the sub-indicators under the time management skills of grade 9 students have a very high verbal description which means that students always manifested these sub-indicators. Respondents perceived that I complete at least one task every day, has the highest mean score. Based from the data result, the statement, I complete at least one task every day, gets a mean 4.58 or very high. This further implies that the data implies that the students improve the time management skills in prioritizing tasks and become more efficient in daily activities.

This finding substantiates the idea of Sevari K. (2021) which states that in an ideal world, students entering higher education would already understand useful learning techniques and have developed their learning styles. In this world, they know their preferences and can manage their time effective and do at least a task given. The second highest sub-indicator is the I plan to spend some time alone each day for personal purposes with a mean score of 4.55 or very high which implies students practice taking time for yourself allowing you to concentrate better on tasks and make necessary adjustment to your plans.

In fact, Bella (2023) supported by stating time awareness involves tracking and analyzing the daily activities to identify time-consuming tasks or activities that can be minimized helps students identify patterns, make necessary adjustments, and allocate time for studies and personal life.

The third highest sub indicators are the I rank the tasks I need to complete in order of importance and urgency and I develop a list of quick things that I can complete in five or ten minutes with a mean scores of 4.50 or very high which means that these sub indicators are all the time practiced and observed. The data revealed that students engaged setting priorities in doing tasks.

This finding of the study is an articulation of the assertion of Paguio (2021) stating that one can make use of time effectively and competently by keeping time logs, setting immediate and long- standing goals, prioritizing responsibilities, constructing to-do lists and arrangement, and organize one's workspace, as studies of earlier period and plentiful how-to books are proposed. A checklist is a type of job aid used to reduce failure by compensating for potential limits of human memory and attention. It helps to ensure consistency and completeness in carrying out a task.

The fourth highest sub indicator is the I set them for myself even I am not given deadlines with a mean score 4.48 or very high which implies students devoting time to what they want and what is essential for growth.

This in consonance with the proposition of Barberà et al. (2015) due to the variety of work, the student must effectively manage their time for school and, consequently, for all of their other responsibilities. They must overcome the obstacle of time management in order to properly complete all of their daily responsibilities and, in the end, demonstrate their competency acquisition.

The fifth highest sub indicators are the I read selectively, skimming the content to discover the key points, then underlining them and I break up big undertakings into smaller, independent segments, with a means scores of 4.45 or very high which means that these indicators are all the time practiced and observed.

This was supported by Muluk (2017) in order to prioritize the tasks they have to complete for the day, students can create priorities in their academic work. Additionally, individuals can spend more time engaging in study-related activities to improve their academic achievement.

The sixth highest sub indicator is I keep things organized and put away correctly with a mean score of 4.45 or high. This further implies that all the time practiced and observed.

This was supported by Chansaengsee (2017) students occasionally assigned the preference to the assignment. Those that are important should always come first, then things that are less important. The task should be completed with consideration of the assigned priority.

The seventh sub indicator is I do the most important tasks at my best time during the day with a mean score of 4.44 or very high which means that was all the time practiced and observed.

This was supported by Chaudhari (2022) students devoting time to what we want and what is essential for our growth at the appropriate time of the day where they dream and believed put time into making them a reality.

The eighth sub indicators are I'm always looking for simple ways to be more productive with my time and I focus on only one significant task at a time, yet I work on several unimportant activities concurrently with a mean scores of 4.42 or very high which means that these indicators are all the time practiced and observed.

This was supported by Olowookere (2015) who stated that even though each application of such people's abilities is very small (due to their modesty), the cumulative buildup in a particular domain can be very large if their abilities are applied in a focused manner to carefully chosen, limited goals and sub goals over a significant number of iterations.

The ninth sub indicator is I write a list of things I need to get done every day. 4.39 very high. This further implies that all the time practiced and observed.

This was supported by Mohamed (2018) make a list of your daily obligations in the morning, beginning with the things that require your immediate attention. Depending on the task, it may be necessary to complete it right away or postpone it until the following day. Your chores should be prioritized so that you may focus on the most important ones.

The tenth sub indicator is I made objectives for the academic year. Long Term with a mean scores of 4.38 or very high which means that these indicators are all the time practiced and observed.

This was supported by Rios (2018) in order for the students to be more productive one must implement a study plan which requires a well-outlined schedule and begin working on long-term assignments in advance

leading students more productive lives, long-range objectives and having disciplined routine realizing that the time is ripe to complete their studies successfully.

The eleventh sub indicators are I go through my planner every day when I finish my responsibilities and I make myself goals every semester with a mean scores of 4.33 or very high. This further implies that all the time practiced and observed.

This was supported by Karim (2015) students' knowledge of time management strategies, such as goal-setting and time planning, was related to their awareness of and attitudes toward time management as well as their perception of time control. Time attitudes therefore encompass the belief that one is in control of time, the belief that one is effectively managing his time, and the notion that one is effectively employing his time.

The twelfth sub indicators are I take today's necessary action. I don't delay anything and I get something done every time I'm waiting with a mean scores of 4.32 or very which means that these indicators are all the time practiced and observed.

In the study of Manea, Stan, and Labar (2022) revealed that doing the tasks after you are told to is necessary to complete them. Because of this, even though they are motivated by their obligations at studies, avoiding delays and working methodically on big assignments provide them a great chance to do their finest work. According to the Self-Regulation Theory, which supports this intervention, people who exercise self-control are better able to manage their thoughts and conduct, resulting in the accomplishment of desired results in both work and school, even when they are short on time. (Pedroso, 2023)

The thirteenth sub indicator is I occasionally assess how I am spending my time using my academic calendar with a mean score of 4.30 or very high which means that these indicators are all the time practiced and observed.

This was supported by Sagredo (2020) taking a time management assessment involves more than just finishing your task. Keeping track of your academic success throughout the year gives you something to look forward to during tough times.

The fourteenth sub indicator is I avoid wasting time with a mean score of 4.22 or very high which means that these indicators are all the time practiced and observed.

This was supported by Khanam (2017) avoiding wasting time one should dwelt in effective time management when it can assist someone in reducing their workload, enhance output and confidence, which would result in a decreased propensity to put things off and will be able to enjoy a balanced, healthy lifestyle while studying and doing other things.

The lowest sub indicator, albeit still very high, I have a block of uninterrupted time to work every day which gained a mean of 4.17 or all the time practiced and observed.

This was supported by Taghinezhad (2022) effective time management enables people to set aside unbroken blocks of time for concentrated work.

Table 2. Level of Academic Performance of Grade 9 Students

Indicators	SD	Mean	Descriptive Level
Academic Performance	3.55	88.71	Very High

Table 2. shows the level of academic performance of grade 9 students which obtained a mean score of 88.71. This numerical statistical result indicates a very high descriptive level which denotes that the students always manifested good grades. The overall presentation has a standard deviation of 3.55 indicating that this is the average distance of all data points to the mean.

Lombar (2021) asserted that there is a significant and positive relationship between time keepings and academic performance of the students. In addition, Al Khatib (2021) supported that higher time management and lower perceived stress were associated with high levels of academic performance.

Table 3. Significant Relationship Between Time Management Skills and the Academic Performance of Grade 9 Students

	Academic Performance			
	r	p-value	Decision on Ho	Interpretation
Time Management Skills	0.597	0.000	Reject	**There is a moderate significant positive correlation**

Table 3 shows the significant relationship between time management skills and academic performance of grade 9 students. This analysis resulted to an r value equal to 0.597 and a p-value equal to 0.000 which is lower than the set alpha at 0.05. With this numerical result, the study failed to accept its null hypothesis signifying that that there is a moderate significant positive relationship between time management skills and the academic performance of grade 9 students.

It implies that as the respondents' level of time management increases, their academic performance also increases. When the respondents prioritize their studies and focus on what their subjects require from them, they will feel self–efficient towards their studies. They will feel contented with what they have done.

The findings of the study supported those of Nashrullah and Khan (2015), who found a strong correlation between time management factors and academic achievement in students. In a comparable manner, Sevari and Kandy (2021) held that effective time management is positively correlated with higher academic achievement. The findings also supported by Adebayo (2015) assertions that time management skills and working students' academic achievement have a beneficial link.

V. CONCLUSION

Finally, students should become more conscious of their attitudes, plans, ways of thinking, and behaviors related to how they manage their time and how doing so can affect their academic success. This will help them to develop better time management abilities. The duty for better time management rests with the students, who should be conscious of time loss and take action to prevent it.

The finding of this study revealed that time management and academic performance are related to each other. Learners as an entire group had a strong time management skills and have a good academic performance based on their general weighted average.

The students' daily time should be balanced and maintained in light of the data and discoveries, and they should be able to recognize and come up with solutions for every issue. In such demanding schedules, parents, teachers, and other stakeholders may offer advice and instruct the learners in time management skills that will enable them to successfully complete their goals.

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