The Relationship between Time Management Skills and Academic Performance of Working Students in Open High School Program

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Original Research Article

ABSTRACT

The study on the relationship between time management skills and academic performance of students was conducted at Mariano Peralta National High School's Open High School Program. Descriptive correlational design was employed and stratified random sampling technique was used. Data were gathered with the use of adapted survey questionnaire. The data collected were subjected to statistical analysis using Percentage, Mean and Spearman rank-order correlation. Results revealed that most of the respondents exhibit good level of time management skills. With the academic performance, majority of the respondents belonged to approaching proficiency level which means that most of the respondents have developed fundamental knowledge and skills, with minimal guidance from the teacher or with peers, and can transfer them through authentic tasks.

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Correlation analysis revealed that there was a very high positive significant relationship between time management skills and academic performance of the respondents, which means that cultivating time management skills among the working students enrolled in open high school programs can significantly improve their academic performance. Hence, it is recommended that schools may consider designing relevant programs which will cultivate working students' time management skills and thereby enhancing their academic success.

1. INTRODUCTION

Working while studying clearly requires a lot of effort and putting so much of one's mental and physical energy into this uneasy arrangement, and this usually leaves a feeling of fatigue, stress, on the students who usually belong to families with low average income, where survival is a must [1]. Moreover, Wenz & Yu found out that students who study and work for primarily financial reason earn lower grades [2]. However, Creed & Hood states that working while studying is related to students' engagement and well-being, though in different effects and degree [3]. Working students earn to enable them to be able to meet their needs financially and most especially in school. Without the job they are doing they cannot go to school that is the reason why time management is very much important for them to handle both responsibilities.

Time management is the practice of managing and planning how to allocate available time between various activities. Time management is crucial, and it can have a significant impact on an individual's overall performance and achievements. Razali, S.N.A.M, Rusiman, M.S., Gan, W.S. & Arbin, N. revealed that all the time management behaviors are significantly positively related to academic achievement of students [4]. Stoilov defined time management as worthy goal of many human activities which concerns variety problem related to goals definition, assessment of available resources, control of management policies and scheduling of decisions [5]. Lombar & Jager claimed that there is a meaningful and positive relation between time keepings and academic achievements of the students [6]. Further, Al Khatib states that higher time management and lower perceived stress were associated with high levels of academic achievement [7]. It is worthy therefore to incorporate this variable in establishing an efficient teaching and learning system intended for working students [8].

1.1 Research Objectives

As observed, the results of past studies conducted showed the relationship of time management and academic performance, yet the mentioned studies mostly focused on college students like in [9] and [10]. With that, the researchers think about studying the relationship between time management skills and academic performance on high school working students. Thus, we proposes to study the relationship of time management with the academic performance of working students in Open High School Program of Mariano Peralta National High School.

1.2 Research Questions

1. Do the students of Open High School Program of Mariano Peralta National High School exhibit time management skills?
2. What standard of academic performances do the students of Open High School Program of Mariano Peralta National High School exhibit?
3. Is the time management skills of the students of Open High School Program of Mariano Peralta National High School related to their academic performances?

1.3 Research Hypothesis

The *Null* hypothesis for this study is presented as follows:
The time management skills of the students of Open High School Program of Mariano Peralta National High School is not related to the academic performances of the students.

2. MATERIALS AND METHODS

2.1 Research Design

This study is quantitative in nature and employed a descriptive correlational research design.

2.2 Research Instrument

The researchers used survey questionnaire to gather the data on time management skills of the respondents. An adapted survey questionnaire formulated by Olmstead known as Time Management Self-Assessment Questionnaire [11] is utilized to measure the time management skills of the respondents. It will be rated by the students using 5 point Likert Scale: 5 – Strongly Agree, 4 – Agree, 3 –Neither Agree nor Disagree, 2 – Disagree, and 1 – Strongly Disagree. Academic performance of the students was the Grade Point Average (GPA) and obtained the respondents' respective advisers.

2.3 Study Population

The study was conducted at Mariano Peralta National High School, the only public school that offers Open High School Program in the Malita, Davao Occidental. The population size of the study is 107. Using the Slovin's formula, a sample size of 85 open high school students was obtained. It was proportionately distributed to different year levels with a 79.44% distribution through stratified random sampling (See Table 1).

2.4 Data Gathering

Due to strict implementation of public health measures in this time of COVID-19 pandemic [12], data were gathered online. After obtaining the necessary permissions to conduct the study, the researchers conducted orientation for the respondents through Google Meet. Afterwards, the instrument – Effective Time Management Skills and Practices was administered to the respondents through Google Form. The document was opened for responses from June 4, 2021. After 17 days, the researchers were able to obtain the necessary number of responses, and hence the instrument was closed on June 21, 2021. The academic performance records of the respondents were also obtained from their respective class advisers.

2.5 Statistical Analysis

The data gathered were tallied, tabulated, and prepared in a manner suitable for use in SPSS. Descriptive statistics was used to determine the respondents' time management skills and academic performance. Spearman correlation analysis was then employed to test the degree of association between the variables.

3. RESULTS AND DISCUSSION

3.1 The Time Management Skills of Working Students

The student's time management skills is shown in Table 2. The highest frequency is good (59) with the percentage of 69.40%. It implies that most of the working students in Open High School Program of Mariano Peralta National High School had good level of time management skills. Average level had the lowest frequency of 26 with the percentage of 30.70% of the respondents. This means that students really had different level of time management skills. The overall mean of the time management skills of working students was 77.56 implying that the respondents exhibited good time management. This result is similar to the study of Pregoner, Accion, Buraquit, & Amoguis, where they explored the experiences of working high school students, and claimed that the participants had good time management [13].

Table 1. Distribution of respondents of the study

Grade Level	Population (N)	Sample (n)	Percentage (%)
7	6	5	5.88
8	27	21	24.71
9	33	26	30.59
10	41	33	38.82
Total	107	85	100.00

3.2 The Academic Performance of Working Students

The student's academic performance is shown in Table 3. The highest frequency is approaching proficiency which has the frequency of 42 students and the percentage of 49.41%. It implies that most of the working students in Open High School Program of Mariano Peralta National High School had the average range of 80-84. Developing level has the lowest frequency which had 15 students with the percentage of 17.65%. This implies that some of the working students are still developing their academic performance wherein their general point average was at 75-79. The result shows that the academic performance of the working students were also of different levels, just like their time management skills. The Mean of the academic performance of working students was 82.68 and the standard deviation is 3.06. Lombard, & Jager

Table 2. Time management skills of working students

Score	Descriptive Level	Frequency	Percentage
101-125	Excellent	0	0
76-100	Good	59	69.40
51-75	Average	26	30.70
26-50	Poor	0	0
0-25	Very Poor	0	0

n=85; %=100; Mean=77.56; SD=6.40

Table 3. Academic performance of working students

GPA	Description	Frequency	Percentage
90 and above	Advanced	0	0.00
85-89	Proficient	28	32.94
80-84	Approaching Proficiency	42	49.41
75-79	Developing	15	17.65
74 and below	Beginning	0	0.00

n=85; %=100; Mean=82.68; SD=3.06

Table 4. Relationship between time management skills and the academic performance of working students in open high school program

Variables	r-value	Description	p-value	Interpretation
Time Management and Academic Performance	0.886	Very High Correlation	0.00	Significant

claimed that there is a meaningful and positive relation between time keepings and academic achievements of the students [6]. Further, Al Khatib states that higher time management and lower perceived stress were associated with high levels of academic achievement [7].

3.3 Time Management and the Academic Performance of Working Students

The Table 4 shows the relationship between the time management skills and the academic performance of working students in Open High School Program. The computed r-value is 0.886 which implies very high positive correlation. This means that as student's level of time management increases, the level of their academic performance also increases. On the other hand, the computed *p*-value of 0.00 is less than 0.05 level of significance which interpreted as significant. Hence, the Null hypothesis is rejected and we conclude that there is a significant relationship between the level of time management skills and the academic performance of working students in Open High School Program.

The result of the study corroborated the study conducted by Nashrullah and Khan that time management variables are significantly correlated to students' academic achievement

[14]. In the same manner, Sevari and Kandy believed proper time management positively correlates to better academic performance [15]. Likewise, the results substantiated the claims of Adebayo that there is positive relationship between time management factors such and the working students' academic performance [16]. Further implications of the results suggest that students should prioritize their tasks, less procrastination in responding to deadlines and in taking examinations and moderate socialization activities.

4. CONCLUSIONS

Based on the findings, the following conclusions were formulated:

1. The working students Open High School Program of Mariano Peralta National High School exhibited time management skills ranges from average to good level. In the overall, their time management skills was at good level.

2. The respondents' academic performance ranges from developing to proficient levels with a mean grade of 82.68 – approaching proficiency. It shows that the students developed fundamental knowledge and skills of the subjects and can transfer these understanding through authentic tasks.

3. The correlation analysis revealed positive very high correlation between the Time management skills and academic performance of working students. This relationship is found to be significant at 5% level of significance. Hence, there is a significant relationship between the level of time management and the academic performance of the respondents. This means that cultivating time management skills among the working students enrolled in open high school programs can significantly enhance their academic performance.

5. RECOMMENDATIONS

With the results of this study, the following are recommended:

1. The school administrators should strengthen intervention programs that will cultivate working students' time management skills and thereby enhancing their academic performance.
2. The teachers should give prior understanding to the working students and guide them how to manage time. This may help students to become conscious of the need to manage time appropriately and excellently.
3. The students should focus more on managing their time properly for better academic success. They should prioritize their tasks, less procrastinating in responding to deadlines and in taking examinations and moderate socialization activities.
4. Teachers and school administrators should help working students in constant monitoring of their time management skills by incorporating meaningful and relevant classroom and school activities.
5. This study concluded that time management skills of the working students is significantly correlated to their academic performance. However, the researchers believe that there are still other factors which may relate to students' learning. Hence, we recommend to explore other variables, such as behavioural, biological, social, or psychological factors in future studies.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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