

The Effect of Time Management on the Academic Performance of BTLED Students

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ABSTRACT

Time management is widely recognized as a critical factor influencing students' academic success, particularly among college students who must balance multiple academic and personal responsibilities. This study examined the relationship between time management and the academic performance of Bachelor of Technology and Livelihood Education (BTLED) college students at Negros Oriental State University (NORSU), Main Campus I. Specifically, the study assessed the respondents' demographic profile, level of time-management practices, and academic performance based on Grade Point Average (GPA). A quantitative descriptive-correlational research design was employed. Data were collected using a structured researcher-made questionnaire administered to 50 BTLED students through total enumeration sampling. The instrument assessed four dimensions of time management: planning and scheduling, task prioritization, managing distractions and procrastination, and goal setting and time use. Statistical tools used included frequency and percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation. Findings revealed that respondents frequently practiced positive time-management behaviors across all dimensions, with task prioritization obtaining the highest composite mean ($M = 4.03$). Most respondents demonstrated very good academic performance, with a mean GPA of 1.45. However, correlation analysis revealed a weak negative relationship between time management and academic performance ($r = -0.21$, $p = 0.14$), indicating no statistically significant relationship between the variables. The findings suggest that while BTLED students generally demonstrate effective time-management practices, academic performance may also be influenced by other factors such as motivation, learning strategies, stress management, and academic support systems. The study recommends strengthening institutional support programs that promote holistic student development, including time-management training, academic counseling, and mental wellness initiatives.

Keywords: time management, academic performance, BTLED students, GPA, procrastination, higher education

INTRODUCTION

Education plays a significant role in shaping students' intellectual, professional, and personal development. In higher education, academic achievement is influenced not only by students' intellectual capabilities but also by behavioral and organizational competencies such as time management. Time management refers to the process of planning, organizing, and allocating time efficiently across academic and personal responsibilities. Effective time-management practices enable students to complete academic tasks on time, reduce stress, and improve academic productivity.

College students often encounter numerous academic demands that require effective scheduling, prioritization, and self-regulation. These demands are particularly evident among Bachelor of Technology and Livelihood Education (BTLED) students whose curriculum combines theoretical coursework with laboratory activities, demonstrations, technical projects, and performance-based tasks. Such responsibilities require students to effectively manage their time in order to meet academic expectations.

Previous studies have emphasized the importance of time management in improving academic performance. Aeon et al. (2021) reported that students who practice effective planning, goal setting, and prioritization tend to

achieve higher academic outcomes. Similarly, Wolters and Brady (2021) highlighted that students who effectively regulate their time demonstrate stronger academic engagement and productivity. Conversely, poor time-management practices, including procrastination and excessive distractions, are associated with lower academic performance and increased academic stress.

Despite the growing body of literature on time management in higher education, limited studies have specifically examined BTLED students in the Philippine context. This study therefore investigated the relationship between time management and academic performance among BTLED college students at Negros Oriental State University (NORSU), Main Campus I.

REVIEW OF RELATED LITERATURE

Time management is considered an essential academic skill that supports productivity, self-regulation, and academic success. According to Aeon and Aguinis (2017), time management involves structuring, protecting, and adapting one's time to achieve goals effectively. Students who engage in planning, scheduling, and prioritization are more likely to complete academic requirements efficiently.

Zimmerman's Self-Regulated Learning Theory (2000) explains that students who monitor and regulate their own learning behaviors tend to achieve better academic outcomes. This theory emphasizes the importance of goal setting, self-monitoring, and behavioral control in academic success.

Research has consistently shown that effective time-management practices positively influence academic performance. Trentepohl et al. (2022) found that students who actively practiced scheduling and monitoring study routines achieved significantly higher academic performance. Similarly, Ahmady et al. (2021) emphasized that effective time management reduces academic stress and enhances cognitive performance.

On the other hand, procrastination and distractions remain major barriers to effective time management. Steel (2007) identified procrastination as a behavioral challenge associated with poor self-regulation and low motivation. Social media use and digital distractions have also been found to negatively affect students' concentration and academic productivity (Al-Samarraie et al., 2021).

In the Philippine context, Mariano et al. (2022) found that students with structured study schedules and effective prioritization skills were more likely to perform well academically. However, limited research has focused specifically on BTLED students, whose curriculum combines both theoretical and practical academic requirements.

THEORETICAL FRAMEWORK

These theories collectively provide a comprehensive explanation of how time-management practices influence students' academic behaviors and outcomes.

The theoretical framework of this study is anchored on three interrelated theories that collectively explain how time-management practices influence the academic performance of Bachelor of Technology and Livelihood Education (BTLED) college students. First, Zimmerman's Self-Regulated Learning Theory (2000) serves as the foundational theory by emphasizing that students who actively plan, monitor, and evaluate their own learning behaviors are more likely to achieve academic success. According to this theory, effective learners demonstrate self-discipline, goal setting, self-monitoring, and behavioral control, all of which are essential components of time management. This theory explains how students internally regulate their study habits and academic responsibilities to improve productivity and academic performance. Second, Claessens et al.'s Time Management Framework (2007) complements Zimmerman's theory by focusing on the behavioral and practical dimensions of time management. It explains that planning, scheduling, task prioritization, and organization are observable behaviors that directly affect students' ability to complete academic tasks efficiently. While Zimmerman's theory highlights the internal self-regulatory processes of students, Claessens et al.'s framework operationalizes these processes into measurable time-management practices that can be assessed through the study's research instrument. Third, Steel's Behavioral and Cognitive Theory of Procrastination (2007) further strengthens the framework by explaining the barriers that hinder effective time management. Steel argues that

procrastination results from poor self-control, impulsiveness, low motivation, and susceptibility to distractions, which negatively affect academic productivity and performance. This theory explains why some students struggle to apply effective time-management behaviors despite understanding their importance. The relationship among the three theories creates a comprehensive explanation of students' academic behavior. Zimmerman's theory explains the internal process of self-regulation, Claessens et al.'s framework identifies the practical time-management behaviors that students perform, while Steel's theory explains the cognitive and motivational obstacles that interfere with those behaviors. Together, these theories provide a strong conceptual foundation for understanding how effective time management, self-regulation, and control over procrastination collectively influence the academic performance of BTLED students.

METHODOLOGY

The research methodology of this study explains the systematic procedures and techniques used by the researchers in investigating the relationship between time management and academic performance among Bachelor of Technology and Livelihood Education (BTLED) college students at Negros Oriental State University (NORSU), Main Campus I. The study utilized a quantitative descriptive-correlational research design because it aimed to gather measurable data and determine whether a significant relationship exists between students' time-management practices and their academic performance. The descriptive aspect of the study focused on identifying the respondents' demographic profile, academic performance, and level of time-management practices, while the correlational aspect examined the degree of relationship between time management and Grade Point Average (GPA). The respondents of the study were officially enrolled BTLED students from first year to fourth year levels, selected through total enumeration sampling to ensure that all available students in the program were represented. Data were collected using a structured researcher-made questionnaire composed of sections covering respondents' profile, time-management practices, and challenges in managing time. The questionnaire employed a five-point Likert scale to measure the frequency of students' time-management behaviors, including planning and scheduling, task prioritization, managing distractions and procrastination, and goal setting and time use. To ensure the validity and reliability of the instrument, the questionnaire underwent expert validation and pilot testing prior to administration. The researchers secured permission from university authorities before conducting the study and observed ethical standards by ensuring voluntary participation, confidentiality, and anonymity of respondents. The collected data were analyzed using appropriate statistical tools such as frequency and percentage to describe the respondents' profile, weighted mean to determine the level of time-management practices, standard deviation to measure data consistency, and Pearson Product-Moment Correlation Coefficient to determine the relationship between time management and academic performance. Through these methodological procedures, the study was able to systematically examine how BTLED students manage their time and how these practices relate to their academic outcomes.

RESULTS AND DISCUSSION

Profile of Respondents

Profile Variable	Category	Frequency	Percentage
Age	17	3	6%
	18	6	12%
	19	10	20%
	20	16	32%
	21	12	24%
	22	2	4%
	24	1	2%
Gender	Female	40	80%
	Male	10	20%
Year Level	1st Year	13	26%
	2nd Year	22	44%
	3rd Year	14	28%
	4th Year	1	2%

The majority of respondents were 20 years old (32%), followed by 21-year-old students (24%). Female students comprised 80% of the respondents, while male students represented 20%. In terms of year level, most respondents were second-year students (44%). These findings suggest that the respondents represented a diverse range of academic experiences within the BTLED program.

Academic Performance

Summary Table of Academic Performance

GPA Range	Frequency	Percentage	Descriptive Rating
1.00 – 1.25	4	8%	Excellent
1.26 – 1.50	32	64%	Very Good
1.51 – 1.75	12	24%	Good
1.76 – 2.00	2	4%	Satisfactory
Total	50	100%	

Statistical Summary of Academic Performance

Indicator	Result	Interpretation
Number of Participants	50 Students	Total respondents included in the study
Mean GPA	1.45	Indicates overall academic performance is within the Very Good range
Standard Deviation (SD)	0.15	GPA scores are closely clustered, indicating consistent performance
Highest GPA	1.17	Falls under the Excellent category
Lowest GPA	1.86	Falls under the Satisfactory category

Most respondents obtained GPAs within the range of 1.26–1.50, interpreted as “Very Good.” The computed mean GPA was 1.45 with a standard deviation of 0.15, indicating consistent academic performance among the students.

The findings imply that BTLED students are generally capable of meeting the academic demands of their program despite the combination of theoretical and practical coursework.

Level of Time-Management Practices

Planning and Scheduling

A. Planning and Scheduling		SD	Wx	Verbal Description
a	I plan my daily academic tasks ahead of time.	0.76	4.10	Often
b	I use a schedule, planner, or calendar to organize my activities.	0.93	3.70	Often
c	I prepare a list of tasks I need to accomplish for the week.	0.88	3.80	Often
d	I schedule specific hours for studying each day.	0.68	3.90	Often
e	I review my schedule regularly and adjust when necessary.	0.81	3.70	Often
Composite Mean		0.81	3.84	Often

The composite mean for planning and scheduling was 3.84, verbally interpreted as “Often.” Respondents frequently planned their academic tasks and used schedules to organize their activities.

Task Prioritization

B. Task Prioritization		SD	Wx	Verbal Description
a	I prioritize important schoolwork before recreation or leisure activities.	0.76	4.10	Often
b	I identify which tasks are urgent and which can be done later.	0.69	4.18	Often
c	I choose to finish difficult academic tasks first before easier ones.	0.86	3.90	Often
d	I keep track of requirements to avoid missing deadlines.	0.81	4.04	Often
e	I complete academic tasks even when I do not feel motivated.	0.82	3.94	Often
Composite Mean		0.79	4.03	Often

Task prioritization obtained the highest composite mean of 4.03, interpreted as “Often.” Students regularly identified urgent tasks and prioritized academic responsibilities before recreational activities.

Managing Distractions and Procrastination

C. Managing Distractions and Procrastination		SD	W _x	Verbal Description
a	I avoid procrastinating on assignments and academic tasks.	0.97	3.60	Often
b	I limit my use of social media while studying.	0.88	3.64	Often
c	I study in areas where I am not easily distracted.	0.80	4.02	Often
d	I can stay focused on studying for extended periods.	0.79	3.84	Often
e	I remind myself of deadlines to avoid last-minute rushing.	0.78	4.04	Often
Composite Mean		0.84	3.83	Often

The composite means for managing distractions and procrastination was 3.83, indicating that respondents frequently attempted to avoid procrastination and minimize distractions while studying.

Goal Setting and Time Use

D. Goal Setting and Time Use		SD	W _x	Verbal Description
a	I set specific academic goals to accomplish each week.	0.74	4.02	Often
b	I break large projects into smaller, manageable parts.	0.64	4.04	Often
c	I allocate enough time for reading, review, and study.	0.71	3.84	Often
d	I finish school requirements on or before the deadline.	0.67	4.20	Often
e	I follow my planned study schedule consistently.	0.78	3.72	Often
Composite Mean		0.47	3.96	Often

Goal setting and time use obtained a composite mean of 3.96. Students commonly practiced setting academic goals and completing school requirements before deadlines.

Overall, the findings indicate that BTLED students generally demonstrate positive time-management behaviors.

Relationship Between Time Management and Academic Performance

Variables	Mean	SD	Pearson r	p-value	Interpretation	Decision
Time Management	3.92	0.73	-0.21	0.14	Weak Negative Relationship	Fail to Reject H ₀
Academic Performance (GPA)	1.45	0.15				

Pearson correlation analysis revealed an r-value of -0.21 and a p-value of 0.14, indicating a weak negative relationship between time management and academic performance that was not statistically significant.

The findings suggest that although students generally practice effective time-management behaviors, these practices alone may not significantly predict academic performance. Other factors such as learning strategies, stress management, motivation, and academic support may also influence students’ GPA.

SUMMARY OF FINDINGS

This study explored how time management affects the academic performance of Bachelor of Technology and Livelihood Education (BTLED) students at Negros Oriental State University (NORSU), Main Campus I. Based on the data gathered from 50 respondents, several important findings were identified.

Most of the respondents were 20 years old, female, and currently in their second year in the BTLED program. This shows that the participants represented students who are actively adjusting to the increasing academic and practical demands of college life. In terms of academic performance, the majority of students achieved GPAs within the “Very Good” range, indicating that BTLED students generally perform well despite the multiple

responsibilities required in their program, such as laboratory activities, projects, demonstrations, and academic coursework.

The findings also revealed that students frequently practice positive time-management behaviors. Among the four dimensions assessed, task prioritization received the highest rating, showing that students are generally capable of identifying urgent academic tasks and completing important responsibilities first. Students also demonstrated good practices in planning and scheduling, goal setting, and managing distractions and procrastination. These results suggest that BTLED students understand the importance of organizing their time and balancing their academic responsibilities effectively.

However, despite the respondents' positive time-management practices, the study found no statistically significant relationship between time management and academic performance. Although students who practiced good time management tended to demonstrate responsible academic behaviors, these practices alone did not strongly predict their GPA results. This implies that academic performance may also be influenced by other factors such as motivation, learning strategies, emotional well-being, family support, stress management, and access to educational resources.

Overall, the findings highlight that while time management remains an important academic skill, student success is more complex and multidimensional. BTLED students not only need effective scheduling and organization skills but also emotional resilience, academic support, and healthy coping strategies to achieve consistent academic success.

CONCLUSION

The study concluded that BTLED college students at NORSU generally demonstrate effective time-management practices, particularly in task prioritization, goal setting, and scheduling. Most respondents also achieved very good academic performance.

However, statistical analysis revealed no significant relationship between time management and academic performance. This suggests that academic success among BTLED students may be influenced by multiple factors beyond time management alone.

The findings highlight the importance of adopting a holistic approach in supporting students' academic success by integrating time-management training with academic counseling, mental wellness programs, and motivational support systems.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. BTLED students should continue strengthening their planning, prioritization, and goal-setting practices to improve academic productivity.
2. Teachers should integrate time-management strategies into classroom activities and academic advising.
3. School administrators should conduct seminars and workshops focused on time management, stress management, and academic wellness.
4. Guidance counselors and student-support offices should provide interventions that address procrastination, digital distractions, and academic stress.
5. Future researchers may explore additional variables affecting academic performance, such as motivation, learning styles, mental health, and family support.

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