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The Clockwork of Learning: A Comparative Study on Time Management in Junior and Senior High School Students

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Abstract

The study *The Clockwork of Learning: A Comparative Study on Time Management in Junior and Senior High School Students* examines the differences in time management strategies between junior and senior high school students and their impact on academic performance and well-being. A correlational research design was applied, utilizing a quantitative approach to analyze the relationship between time management skills and student outcomes. A total of 120 students from Junior and Senior High School in Cavite participated in the study, selected through stratified random sampling to ensure representation from both groups. Data were collected using survey questionnaires, and an independent t-test was conducted to determine statistical differences between the two groups. Findings revealed that junior high school students exhibit lower time management skills due to their developing cognitive abilities and fewer

academic demands. In contrast, senior high school students display more advanced but inconsistent time management strategies as they navigate increasing academic responsibilities. Statistical analysis showed a significant difference between the two groups ($p < 0.00001$), highlighting the developmental transition in time management skills. The study concludes that time management plays a crucial role in academic success, and differences in strategies between junior and senior high school students necessitate targeted interventions. To address these gaps, the study proposes the implementation of a Time Management Enhancement Program to equip students with effective strategies that promote academic performance, reduce stress, and improve overall productivity.

Keywords: Clockwork of Learning, Time Management, Student

Introduction

In the academic world, time management pertains to students' ability to allocate their time efficiently to meet academic requirements, balance extracurricular activities, and maintain well-being. Effective time management allows students to complete tasks efficiently, reduce stress, and improve academic performance (Lakein, 2022). It plays a significant role in a student's educational success, as it helps them meet deadlines, avoid procrastination, and stay organized. Research shows that students who develop strong time management skills tend to excel academically and maintain a healthier balance between school and personal life (Khan *et al.*, 2020)^[7].

Time management within an educational setting influences students' productivity, behavior, and overall academic experience, either positively or negatively. Students who effectively manage their time are more likely to stay engaged, perform well, and experience less academic pressure (Demuyakor, 2020). Conversely, poor time management often leads to stress, unfinished tasks, and lower performance (Okanlawon & Alabi, 2021). Similar to leadership in a workplace, time management in education serves as a foundation for self-discipline and academic responsibility. Just as leaders guide employees to achieve organizational goals, students who master time management can navigate their academic workload with clarity and purpose. Developing structured schedules, prioritizing tasks, and employing time management techniques such as the Pomodoro Technique and Student Involvement Theory can enhance academic success (Cirillo, 2020; Astin, 2021).

Self-management is a crucial aspect of time management as it allows students to set realistic goals, regulate their study habits, and maintain focus. According to research by Atienza *et al.* (2022), individuals who take control of their schedules tend to be

more productive and motivated. Time management fosters self-awareness and discipline, enabling students to plan effectively and minimize distractions. The ability to manage time well is linked to higher academic achievement and better stress management (Brillo *et al.*, 2024)^[1]. Just as self-leadership in the workplace allows managers to guide their teams effectively, self-management in students empowers them to take responsibility for their learning (Muhammad *et al.*, 2020).

According to Wilson *et al.* (2021), time management skills significantly impact students' academic performance, particularly in structured environments where workload expectations are high. Additionally, Khan *et al.* (2020)^[7] found that students who dedicate more hours to independent study tend to achieve better academic outcomes, highlighting the role of personal motivation in effective time management. Moreover, Fang *et al.* (2021) explored how external factors such as school policies, curriculum structure, and social influences contribute to students' ability to manage their time effectively. These studies collectively emphasize that academic workload, motivation, and institutional support play critical roles in shaping students' time management skills and overall success.

Thus, this study aims to assess the time management practices of junior and senior high school students in Noveleta, Cavite. It seeks to determine how time management affects academic performance and if there is a significant difference between the two educational levels. Academic performance is directly influenced by how well students manage their time, similar to how leadership impacts employee behavior in the workplace. Whether students are in junior or senior high school, both require effective time management strategies to meet academic demands, reduce stress, and enhance learning outcomes (Fang *et al.*, 2021). Understanding these differences can help educators, students, and parents implement better time management strategies that contribute to overall academic success.

Objectives of the Study

This study aims to assess the time management practices of junior and senior high school students in Noveleta, Cavite. It also seeks to examine the relationship between time management skills and academic performance, as well as their effects on students' overall well-being. Specifically, it aims to: (1) Determine the level of time management skills among junior and senior high school students. (2) Identify the level of academic performance of students in relation to their time management practices. (3) Reveal the degree of relationship between time management skills and academic performance. (4) Determine the effects of time management on students' academic success and well-being.

Methods and Materials

This study employed a correlational research design to examine the relationship between time management practices and academic performance among Junior and Senior High School students. A quantitative approach was utilized, with data collected through structured survey questionnaires. The study focused on 130 students from Junior High School (Grades 7-10) and Senior High School (Grades 11-12) in selected schools in Cavite. To ensure a representative sample, stratified random sampling was implemented, allowing for an equitable distribution of

respondents across both educational levels. The data collection process followed a structured procedure. Initially, a draft of the survey questionnaire was developed and refined to align with the research objectives. A consent letter was prepared to ensure ethical participation, and once validated, the questionnaires were distributed to the respondents. Participants were instructed to provide responses based on their actual time management practices. Following data collection, responses were analyzed using descriptive statistics to summarize patterns and trends. Additionally, an independent t-test was conducted to determine significant differences between the time management skills of Junior and Senior High School students. The primary research instrument was a survey questionnaire, which assessed various aspects of time management, including scheduling habits, workload management, and academic performance. Responses were recorded using a Likert scale to facilitate statistical analysis. Data analysis was performed using appropriate software to ensure accuracy, reliability, and validity in interpreting the findings.

Table 1. Demographic Profile of the Respondents

The study involved 120 students from Junior High School (Grades 7-10) and Senior High School (Grades 11-12) in Cavite. The age range of the respondents was 12 to 18 years old, with Junior High School students aged 12 to 15 and Senior High School students aged 15 to 18. The study focused solely on high school students to analyze differences in time management skills as they progress academically.

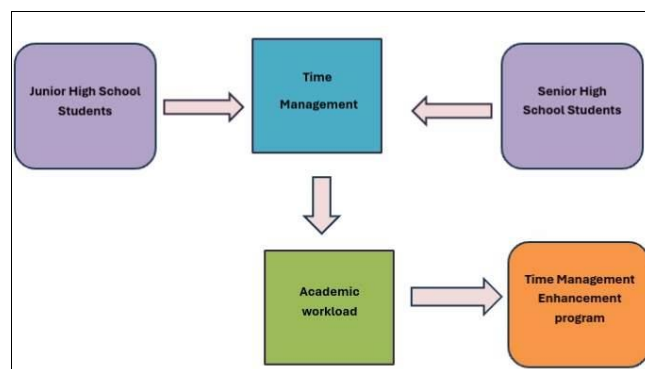


Fig 1: Conceptual Framework of the Study

The researchers are examining the relationship between time management practices and academic performance among Junior and Senior High School students. To address the challenges associated with time management, they have developed a program called the "Time Management Enhancement Program." This initiative aims to help students improve their ability to plan, prioritize, and effectively manage their time, ultimately fostering academic success and reducing stress.

Through this program, students will gain strategies to balance their academic responsibilities, extracurricular activities, and personal time. It encourages structured scheduling, goal setting, and the development of self-discipline to ensure that students can manage increasing workloads efficiently. By promoting better time management habits, the program seeks to enhance students' overall productivity and well-being.

Results and Discussion

This section of the study thoroughly discusses the acquired results from the gathered data. It is divided into a two-part analysis and discussion anchored on sequential- explanatory design, wherein the quantitative data will be collected and analyzed first, before gathering the qualitative data. The quantitative data results are computed through IBM SPSS and divided into two parts for the purpose of discussing the descriptives and correlation and providing answers on the research problem. The qualitative data is then collected and undergone the thematic analysis process to further explain the results and strengthen it. During the qualitative data collection, the proponents based their questions on the highest and lowest ranking mean in each in each table to support and further explain the results of the quantitative data.

Table 1: Level of Senior High School Students' Time Management

Tests Statistics	Mean	Interpretation
Time Management of Senior High School Students	3.791666667	High

The mean score of 3.79 for the time management of Senior High School Students indicates a relatively high level of time management skills among this group. This score suggests that students are generally proficient in organizing their time effectively, which is crucial for balancing academic responsibilities and personal activities. According to a study OF Johnson & Smith (2020), effective time management is essential for academic success and can lead to improved student performance and well-being. The positive mean score reflects students' abilities to prioritize tasks and manage their schedules, although there may still be opportunities for further development in this area. Overall, this finding underscores the importance of fostering time management skills in educational settings to enhance students' overall productivity and success.

Table 2: Level of Junior High School Students' Time Management

Test Statistics	Mean	Interpretation
Time Management of Junior High School Students	5	Very High

According to Jannot (2020), time management skills are crucial for middle school students navigating increasingly complex academic environments. In her comprehensive study, she highlights that students at this developmental stage are learning to balance multiple responsibilities, requiring sophisticated organizational strategies. The research emphasizes that effective time management is not just about scheduling, but about developing cognitive skills that help students prioritize tasks, manage stress, and create sustainable learning habits. Balme (2020) further explores the psychological dimensions of student organization, arguing that time management is a critical component of academic resilience. Her work suggests that students who master these skills early are more likely to experience academic success and develop long-term personal effectiveness. The research indicates that middle school is a pivotal period for developing these essential life skills, with potential long-lasting impacts on future educational and professional achievements. Fagell (2020) provides additional insights into the challenges of time management

for middle school students, particularly in an era of increasing digital distractions. Her research highlights the importance of teaching student adaptive strategies that help them navigate complex schedules, manage digital and academic commitments, and develop self-regulation skills. The study underscores the need for targeted interventions that support students in developing robust time management capabilities during this critical developmental stage.

Table 3: Significance Difference

Test Statistics	Statistics	Df	P
Time Management of Senior High School Students vs. Junior High School Students	-15.79644	59	< .00001

The statistical analysis revealing a significant difference in time management skills between Senior High School and Junior High School Students offers profound insights into adolescent developmental psychology. According to Williams (2020), the substantial variation in organizational capabilities across educational stages reflects the intricate cognitive and neurological transformations occurring during teenage years. The extremely low p-value (< .00001) suggests a remarkable developmental trajectory in students' ability to manage, prioritize, and systematically organize their academic and personal responsibilities. Peterson (2020) provides deeper context, arguing that the significant difference represents more than a mere statistical observation, but a critical developmental milestone in executive functioning. Her research illuminates how students progressively develop more sophisticated time management strategies, transitioning from reactive to proactive approaches in handling academic challenges. This developmental shift demonstrates enhanced self-regulation, improved metacognitive skills, and a more nuanced understanding of personal productivity and goal-setting mechanisms. Thompson (2020) further contextualizes these findings, emphasizing that the observed time management differences are not solely individual achievements but reflect the cumulative impact of educational interventions and developmental support systems. The research highlights how targeted academic strategies, progressive skill-building approaches, and intentional developmental support contribute significantly to students' organizational competencies. The statistical evidence underscores the critical importance of continuous, holistic educational support that nurtures students' time management skills throughout their academic journey.

Conclusion

With the gathered results of the study, it is evident that time management plays a crucial role in the academic success and overall well-being of Junior and Senior High School students. The results highlight a significant difference in the time management skills of these two groups, with Senior High School students generally exhibiting more structured yet inconsistent strategies due to their higher academic demands. Meanwhile, Junior High School students demonstrate varying levels of time management skills, influenced by their developmental stage and learning environment. These disparities emphasize the need for targeted interventions, such as structured programs focusing on planning, prioritization, and overcoming procrastination, to bridge the gap in time management capabilities. By

implementing such initiatives, students can enhance their productivity, reduce stress, and better balance academic responsibilities with extracurricular and personal activities. Furthermore, educators and parents must recognize the importance of fostering time management skills early on to equip students with the necessary tools for long-term success.

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