

THE INFLUENCE OF TIME MANAGEMENT SKILLS TO THE WORKING STUDENTS IN TERTIARY LEVEL OF POLYTECHNIC COLLEGE OF BOTOLAN

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ABSTRACT

This study aimed to investigate how Polytechnic College of Botolan students perceived their time management abilities and the difficulties they encountered when working and attending class. There were no statistically significant differences in how they perceived their time management abilities in work and school across age and sex, as well as the difficulties they had when working and attending school at the same time. The students make a daily calendar that includes all of their obligations, including those connected to their studies and jobs, in order to stay organized and better manage their time. Students who feel overburdened or unable to balance their duties may also benefit from seeking assistance from academic advisers, counselors, or mentors. A survey questionnaire was given to 100 students as part of a quantitative strategy. The results showed that the respondents were young people who attended Botolan Polytechnic College. Out of one hundred (100) respondents, 65 or 60% are from the age bracket of 18 – 25 years old; 30 or 30% are from the age bracket 26 – 35 years old; and 5 or 5% are from the age bracket 36 years old and above. The mean age is 25 years old which is considered to be part of the young adult. Young adults may try multitasking in the hopes of completing more tasks in less time. Finally, to further validate the findings of this study, a follow-up investigation may be carried out.

Keywords Multitasking, Time management, Working students, Workshops

INTRODUCTION

Time management is a crucial skill for working students in tertiary education, particularly in Polytechnic Colleges where students balance academic and professional responsibilities. Effective time management enables students to prioritize tasks, manage stress, and achieve academic success while fulfilling work obligations. This study focuses on the influence of time management skills on working students at Polytechnic College of Botolan.

RESEARCH PROBLEM

Working students in tertiary education often face challenges balancing academic and professional responsibilities, leading to stress and decreased academic performance. The research problem is to investigate the impact of time management skills on the academic performance and well-being of working students at Polytechnic College of Botolan.

OBJECTIVES

- To examine the time management skills of working students at Polytechnic College of Botolan.
- To investigate the relationship between time management ski and academic performance of working students.
- To identify challenges faced by working students in managing their time effectively.
- To explore strategies for improving time management skills among working students.

MATERIALS AND METHODS

This study will employ a mixed-methods approach, combining quantitative and qualitative data collection and analysis methods to investigate the influence of time management skills on working students at Polytechnic College of Botolan. Permission was taken from higher authorities of the Polytechnic College of Botolan.

Specification of the instrument and the related measurement

Demographic Profile: Collected information on students age and sex.

Time Management Scale: Assessed students time management skills, including prioritization, planning, and time allocation.

The questionnaire used Likert-scale items to measure students responses, with scales ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was pilot-tested to ensure realibility and validity.

RESULTS

This table 1 shows that almost all multitasker is under the age of 18-25. Young adults may try multitasking the hopes of completing more task in less time.

Out of one hundred (100) respondents, 65 or 60% are from the age bracket of 18 – 25 years old; 30 or 30% are from the age bracket 26 – 35 years old; and 5 or 5% are from the age bracket 36 years old and above. The mean age is 25 years old which is considered to be part of the young adult. Young adults may try multitasking in the hopes of completing more tasks in less time. However, studies have shown that multitasking can be detrimental, resulting in lower productivity and more stress. They might also be learning how to arrange their time appropriately by estimating how long a task will take them. The respondents of the study have an equal number of male and female (50 or 50%). In terms of participant representation, the outcome can be characterized as having gender equality or a balance between the sexes.

Table 1 Frequency and Percentage Distribution of the Student-Respondents' Profile

Age	Frequency	Percent
36 years old and above	5	5.00
26 – 35 years old	30	30.00
18 – 25 years old	65	60.00
Total	100	100.00
Mean = 25.15 years old		
Sex	Frequency	Percent
Male	50	50.00
Female	50	50.00
Total	100	100.00

Table 2 Time Management Skills in Work and School

Time Management Skills in Work and School	Weighted Mean	Qualitative Rating	Rank
1. I plan out of my daily duties with the right strategy in both school and at work.	3.51	Strongly Agree	1
2. I prepare a list of my task to be performed in sequential order.	3.35	Strongly Agree	7
3. I see to it that I prioritize the task according to what should be the first to be done.	3.42	Strongly Agree	3
4. I balance between my private time and study time.	3.45	Strongly Agree	2

5. I check the accomplishments of my tasks based on the priorities made.	3.41	Strongly Agree	4
6. I save a lot of time by combining separate tasks and having a to-do list in both school and work.	3.40	Strongly Agree	5
7. I save money by doing several tasks and scheduled simultaneously, which I can eliminate the rationale of hiring someone to do the extra tasks.	3.34	Strongly Agree	8
8. I allow myself to achieve more on my todo list and waste less time to avoid distractions as my mind busy for activities.	3.37	Strongly Agree	6
9. I develop resiliency to lead to constant pressure to get things done.	3.33	Strongly Agree	9.5
10. I allow tasks, projects, and assignments to progress towards completion however slow the progress might be.	3.33	Strongly Agree	9.5
Overall Weighted Mean	3.39	Strongly Agree	

This table 2 shows that all respondents' qualitative rating is in strongly agree. They strongly agree in time management skills in work and school. The respondents do not neglect their studies even if they have a job because they know how to balance the time when it comes to work and study.

Table 3 Challenges in Student's Position in Life When Working While Studying

Challenges in Student's Position in Life When Working While Studying	Weighted Mean	Qualitative Rating	Rank
1. I did not attend my school because I need to go work.	2.55	Agree	10
2. I feel my time management skills needs more improvement(self-assessment).	3.10	Agree	2
3. I manage stress when handling multiple conflicting duties.	2.98	Agree	3
4. I am not in hurry to finish my scheduled task.	3.94	Strongly Agree	1
5. I sometimes lead to mental blocks because of many tasks to do and time pressure.	2.93	Agree	4
6. I didn't pass/ submit my schoolwork on time.	2.73	Agree	7
7. I have difficulty thinking about the future and setting long range goal.	2.78	Agree	5.5
8. I tend to postpone my school activity since I work better under pressure.	2.71	Agree	8

9. I do not pay attention of my interpersonal skills because of busyness.	2.67	Agree	9
10. I always ask for an extension of my assignment submission.	2.78	Agree	5.5
Overall Weighted Mean	2.82	Agree	

Table 3 presents the challenges in student’s position in life when working while studying. In terms of working and studying together, there are also challenges when it comes to how you can do something without affecting your studying. Sometimes they chose to rest and do not do their task in school because of tiredness.

Table 4 Test of Difference on Time Management Skills in Work and School Across Profile

Profile Variables	Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	0.171	2	0.086	0.531	0.590	Ho is accepted Not Significant
	Within Groups	15.670	97	0.162			
	Total	15.842	99	0.162			
Sex	Between Groups	0.281	1	0.281	1.769	0.187	Ho is accepted Not Significant
	Within Groups	15.561	98	0.281			
	Total	15.842	99				

Table 4 shown that the sig. value for age (0.590) and sex (0.187) is higher than the 0.05 alpha level of significance. We accept the null hypothesis.

Table 5 Difference on the Challenges in Student’s Position in Life When Working While Studying Across Profile Table 6 Test of Difference on Challenges in Student’s Position in Life When Working While Studying Across Profile

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	1.789	2	0.894	2.345	0.101	Ho is accepted Not Significant
	Within Groups	36.993	97	0.381			
	Total	38.781	99				
Sex	Between Groups	0.533	1	0.533	1.365	0.245	Ho is accepted Not Significant
	Within Groups	38.248	98	0.390			
	Total	38.781	99				

Table 5 shown that the sig. value for age (0.101) and sex (0.245) is higher than the 0.05 alpha level of significance. The null hypothesis is accepted.

DISCUSSIONS

The study emphasizes the importance of effective time management for working students, highlighting its impact on academic performance and stress levels. It suggests implementing strategies like prioritization and planning, and recommends support services like time management workshops.

CONCLUSION

The study highlights the importance of effective time management skills for working students at Polytechnic College of Botolan. It concludes that implementing strategies such as prioritization, planning, and time allocation can improve academic performance and reduce stress. The study recommends providing support services, including time management workshops and flexible scheduling options, to help working students achieve academic success.

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