

Time Management and Academic Achievement: Examining the Roles of Prioritization, Procrastination and Socialization

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Abstract:-Effective time management, encompassing prioritization, overcoming procrastination, and balancing socialization, is crucial for academic success as it enables students to optimize their productivity, focus on important tasks, and maintain a healthy work-life balance, leading to improved academic achievements. Thus, the present study tried to investigate the relationship between time management in terms of prioritization, procrastination, and socialization and academic achievement. Using validated, reliable and standardized questionnaire, the researchers surveyed 213 education students using simple random technique. The study utilized quantitative approach, non-experimental, descriptive-correlational techniques. The study used mean, standard deviation and correlational analysis to analyzed the data. Based on the findings, the overall level of time management is moderate. The level of academic achievement is very good. In the test of correlation, the finding revealed that time management shows insignificant association with academic achievement. Thus, the finding suggests that the effectiveness of time management techniques in terms of the ability to prioritize tasks, the tendency to procrastinate, and the level of socialization may not be strong predictors of academic success in this specific setting or population under in this present investigation.

Keywords:-Time Management; Prioritization; Procrastination; Socialization; Academic Achievement.

I. INTRODUCTION

The academic performance or achievement of students is one of the important objectives and indicators to measure the quality of education in schools and universities[1]. However, despite the right to education of every student, millions of individuals around the world experience poor quality of education and learning. The crisis in the quality of learning or quality of education evidently continues [2][3][4] and at worst, it is exacerbated by the spread of the COVID-19 pandemic [5][6][7]. UNESCO reports that the pandemic has affected the lives of more than 1.6 billion students and their studies around the world [6]. Likewise, this pandemic not only affects the psychological condition of students but also their academic interaction and engagement which produce poor academic outputs [8][9][10][11] and the cause of numerous academic dropouts [5][6][8].

Academic achievement represents a highly intricate process, influenced by a multitude of interconnected factors [12]. Among these influential factors, one that stands out prominently is time management [13][14][15]. Time management encompasses a comprehensive approach to orchestrating, structuring, and allocating one's time with utmost precision, ultimately leading to the attainment of specific tasks, objectives, and goals [16][17][18]. It necessitates the adept utilization of an array of techniques and strategies, meticulously crafted to optimize the utilization of the available time resource [15][19][20]. Proficient time management not only unlocks the ability to operate with heightened efficiency and productivity, but also serves as a catalyst for stress reduction and the attainment of a harmonious work-life equilibrium [8][19]. Its mastery entails the astute identification of priorities, the deconstruction of complex undertakings into manageable components, the strategic allotment of time through meticulous scheduling, the elimination of alluring distractions, and the unwavering focus on overarching goals [21]. Thus, time management emerges as an indispensable and transformative skill, destined to bestow success upon both the personal and professional domains of one's existence [20][22].

In the context of academe, time management is essential for college students who need to balance their academic responsibilities with their personal life [13][18]. In the context college students, time management involves planning and prioritizing study time, class time, assignments, and extracurricular activities, while also leaving enough time for rest and relaxation [15] [21]. College students should set realistic goals, create a schedule or a planner, and develop good study habits to manage their time effectively [14][23]. They should also learn how to avoid distractions, such as social media, and use techniques such as time blocking and the Pomodoro technique (a time management method based on 25-minute stretches of focused work broken by five-minute breaks) to focus on their studies [24]. Effective time management can help college students to avoid procrastination, reduce stress, improve their grades, and maintain a healthy work-life balance. It is a crucial skill that will benefit them not only in college but also in their future careers [16][22].

In this present study, time management comprises prioritization, procrastination, and socialization[15].

A. Prioritization

Prioritization is a vital cognitive process that involves allocating resources, such as time, energy, and attention, to tasks and goals based on their relative importance and urgency. In the realm of academic achievement, effective prioritization becomes an indispensable skill for students seeking to optimize their learning outcomes and excel academically[15][25].

By implementing a systematic approach to prioritization, students can manage their limited resources with exceptional precision. Time management, a key component of prioritization, allows students to allocate sufficient time to critical academic activities[25][26]. This includes attending classes, engaging in meaningful study sessions, and completing assignments promptly. Prioritization ensures that students devote their prime hours to high-priority tasks, which can significantly impact their understanding and retention of subject matter[27].

Goal setting, another facet of prioritization, empowers students to set ambitious academic targets. By delineating clear objectives, students can effectively prioritize tasks aligned with their goals[28]. This approach minimizes distractions and helps maintain a focused mindset. Breaking down larger objectives into smaller, manageable steps further amplifies the efficacy of prioritization, as students allocate time and resources to each subtask based on its relative importance and deadline[15][29].

Moreover, prioritization acts as a powerful antidote to procrastination, a pervasive challenge among students. By promptly identifying and prioritizing tasks, students preempt the accumulation of overwhelming workloads. Dividing tasks into smaller, digestible portions and imposing self-imposed deadlines fosters motivation and combats the temptation to delay essential activities[30][31].

Furthermore, effective prioritization enables students to strike a harmonious balance between their academic pursuits and extracurricular commitments[25]. By evaluating the significance and time requirements of various activities, students can allocate resources judiciously. This equilibrium cultivates holistic development and prevents neglect of non-academic areas crucial for personal growth[32].

In a nutshell, prioritization empowers students to unlock their full academic potential. By leveraging this cognitive skill, students can optimize their time, set and achieve ambitious goals, conquer procrastination, and achieve a harmonious balance between academics and personal endeavors[33][34]. The remarkable impact of prioritization on academic achievement is indisputable, igniting a sense of awe and admiration for its transformative influence on students' educational journeys[15][25].

B. Procrastination

Procrastination refers to the act of delaying or postponing tasks or actions that require immediate attention, typically opting for more pleasurable or easier activities instead[34]. It is a prevalent phenomenon that affects individuals across various aspects of life, including the academic setting[35].

In the academe, procrastination can manifest in several ways. Students may delay starting or completing assignments, studying for exams, or engaging in other academic responsibilities[36]. Instead, they may engage in activities such as watching TV, browsing social media, or pursuing unrelated hobbies[35]. While some occasional delay in tasks is common, chronic and excessive procrastination can have detrimental effects on academic performance and overall well-being[34].

Procrastination can be attributed to various underlying factors. One key aspect is the tendency to prioritize short-term gratification over long-term goals[37][38]. Students may succumb to the allure of immediate enjoyment rather than investing time and effort into their academic pursuits[39]. Additionally, fear of failure or perfectionism can contribute to procrastination[40]. Students may delay starting tasks due to anxiety about not meeting high standards or experiencing negative evaluation [41][42].

The consequences of procrastination in the academic context can be significant. Procrastinators often experience increased stress and pressure as deadlines approach, leading to rushed and subpar work[14][41]. This can result in lower grades and diminished learning outcomes. Moreover, chronic procrastination can disrupt time management, leading to a domino effect of missed deadlines and compromised academic performance. Procrastinators may also suffer from reduced motivation, decreased self-confidence, and feelings of guilt and regret[24][40].

To address procrastination in the academic setting, it is essential for students to cultivate effective time management skills[15]. This involves setting clear goals, breaking tasks into manageable chunks, and creating a realistic schedule. Developing self-discipline and implementing strategies such as prioritizing tasks, using time-blocking techniques, and eliminating distractions can also help combat procrastination[18][21].

Furthermore, fostering a supportive and structured environment can aid in reducing procrastination. Establishing study groups, seeking accountability from peers or mentors, and creating a conducive workspace can provide motivation and help students stay on track[43]. Additionally, building self-awareness and understanding personal triggers for procrastination can enable individuals to develop coping mechanisms and adopt proactive approaches to their academic responsibilities[44].

In conclusion, procrastination is a common tendency that can significantly impact academic performance[34][35]. Recognizing and addressing this behavior is crucial for students to optimize their learning experience, enhance productivity, and achieve their academic goals[42]. By developing effective time management strategies,

implementing supportive structures, and cultivating self-discipline, students can overcome procrastination and thrive in the academic context[43] [35].

C. Socialization

Socialization is a multifaceted process through which individuals acquire the knowledge, skills, and values necessary to participate effectively in social groups and society at large[45]. It involves the interaction and integration of individuals into various social networks, such as family, peers, educational institutions, and broader communities[46] [47] [48]. When examining the relationship between socialization and academic achievement, one can observe its profound impact on cognitive development, motivation, and the cultivation of essential socio-emotional skills, all of which contribute to remarkable academic success [15] [49] [50] [51].

Socialization in the context of time management, refers to the conscious and systematic allocation of time to balance academic commitments and social interactions[52]. It involves the effective utilization of one's time to ensure that both academic goals and social engagements are adequately addressed. Strong time management skills in socialization are instrumental in achieving academic success while maintaining a healthy and fulfilling social life[15].

Academic achievement is significantly influenced by the cognitive stimulation and intellectual support provided through socialization processes [53]. Interactions with parents, teachers, and peers expose students to diverse perspectives, challenging ideas, and critical thinking[54][55]. Through engaging in discussions, collaborative projects, and intellectual debates, students expand their cognitive capacities, enhance problem-solving skills, and acquire a deeper understanding of academic subjects. This dynamic exchange of knowledge fosters intellectual curiosity, promoting a factor that propels academic achievement[56][57].

Furthermore, socialization influences academic achievement by shaping students' motivation and self-beliefs. Positive social interactions and supportive relationships with peers and mentors cultivate a sense of belonging, which in turn enhances students' self-esteem and academic self-efficacy[58]. When students feel valued and supported within their social networks, they are more likely to approach academic challenges with enthusiasm and persistence[54]. This factor arise as students are driven by a strong internal motivation to excel academically, leading to exceptional achievements[59].

Socio-emotional skills, developed through socialization, also play a crucial role in academic success. Interpersonal communication, empathy, and cooperation, all nurtured within social networks, are essential for effective collaboration in academic settings[51]. Students who possess strong socio-emotional skills are more likely to engage in positive peer relationships, seek help when needed, and effectively navigate group work. These skills contribute to a harmonious and productive learning

environment, fostering academic achievement that elicits a sense of wonder and admiration[52] [57].

In summary, socialization profoundly influences academic achievement through cognitive stimulation, motivation, and the development of socio-emotional skills[50]. This factor emerges as students engage in intellectually stimulating interactions, benefit from supportive relationships, and acquire essential skills that propel their academic success[51][52]. Recognizing the intricate interplay between socialization and academic achievement unveils the transformative power of social networks in shaping individuals into accomplished scholars, evoking awe at the remarkable impact of socialization on educational journeys[49][59].

II. METHODS

A. Research Design

This research employed a quantitative, non-experimental research design, utilizing descriptive-correlational techniques. This approach focuses on gathering data through surveys and employs statistical, mathematical, or numerical analysis to examine a phenomenon [60]. The chosen design was deemed suitable for the study, as its objective was to explore the relationship between time management (in terms of prioritization, procrastination, and socialization) and the academic achievement of education students.

B. Research Locale and Participant

The survey was conducted among education students at San Agustin Institute of Technology, the sole catholic tertiary institution situated in the heart of Valencia City, Bukidnon. With over 60 years of experience, the institute has been providing K to 12 and college programs. The researchers chose the college students of San Agustin Institute of Technology since they are fit to become the respondent of the study based on the inclusion criteria. On the other hand, probability sampling or random sampling was employed to ascertain the sample of the present study. Using Raosoft – an online sample size calculator, the researchers randomly selected 213 respondents out of 473 totals populations.

C. Research Instruments

In this study, the researchers utilized a standardized and adapted survey instruments that were derived from Adebayo [15]. These instruments were administered to eligible participants after being revised and contextualized to align with the study's objectives and criteria of appropriateness, objectivity, and adequacy. Specifically, the questionnaires focused on capturing the experiences of students regarding their academic stress and mental health during the pandemic. Rigorous validation and reliability tests were conducted to ensure the quality of the instruments. Expert validation tests were employed to assess the clarity of instructions and the logical organization of the questionnaires. Additionally, the instrument achieved a Cronbach's Alpha coefficient of 0.926, confirming its high reliability and internal consistency.

D. Ethical Consent

The researchers rigorously adhered to ethical protocols throughout the research process. Prior to conducting the study, permission was obtained from the students, program heads, Dean, and school president, ensuring that all relevant stakeholders were involved and informed about the research. The respondents were provided with a clear understanding of the study's objectives and the potential risks associated with their participation. They were given the opportunity to freely decide whether or not to participate, and their decision to decline participation was fully respected. Strict measures were taken to safeguard the privacy and confidentiality of

the respondents. No personal information was disclosed, and data confidentiality was maintained throughout the study. The researchers maintained the integrity of the data by ensuring that no falsification or fabrication occurred. Furthermore, any form of deceit was strictly avoided in all aspects of the research. To ensure the originality of their work, the researchers utilized a plagiarism software to examine their manuscript, confirming that their study is free from any form of plagiarism. By upholding these ethical principles and protocols, the researchers ensured the development of a high-quality study that adhered to ethical standards.

Time Management	Mean	SD	Interpretation
Prioritization	4.05	0.64	Manage their time often
Procrastination	3.04	0.78	Manage their time occasionally
Socialization	3.02	0.73	Manage their time occasionally
Overall Mean	3.37	0.72	Manage their time occasionally

Table 1: Level of Time Management

III. RESULTS

A. Level of Time Management

Table 1 presents the level of time management among education students of San Agustin Institute of Technology. The result shows that the time management obtains a total mean of 3.37 and a standard deviation of 0.72. This denotes that education students can manage their time occasionally.

Consequently, it must be noted that the domain of time management in terms of *prioritization* got the highest mean of 4.05 with a standard deviation of 0.64. This means that students can manage their time often. Further, among the 6-item stated under prioritization, the item *"I see to it that I prioritized the task according to what should be the first to be done"* obtained the highest mean of 4.17 with standard deviation of 0.76 interpreted as "manage their time often." On the other hand, the item that states, *"I monitor daily activities by comparing my plan against what has been actually done and reconcile any differences"* attained the lowest mean of 3.97 and standard deviation of 0.81 interpreted as "manage their time often."

Procrastination obtained a mean value of 3.04 with a standard deviation of 0.78. This means that students can manage their time occasionally. Meanwhile the item that states, *"I always say that there is always enough time to finish my tasks"* attained the highest mean of 3.72 with standard deviation of 1.06 interpreted as "manage their time

often". On the contrary, the item that states, *"I love playing computer games even if it delays in task compliance"* obtained the lowest mean of 2.34 and standard deviation of 1.26 interpreted as "management their time rarely".

Meanwhile, the domain of time management in terms of *socialization* got the lowest mean of 3.02 with a standard deviation of 0.73. This means that students manage their time occasionally. It must be noted that the item *"I do browsing and chatting in Facebook, Twitter, Tiktok, etc."* obtained the highest mean of 3.63 with standard deviation of 0.92 interpreted as "manage their time often". Furthermore, the item that states, *"I go parties with my friends"* attained lowest mean of 2.57 and standard deviation of 1.18 interpreted as "manage their time rarely".

B. Level of Academic Achievement

Table 2 presents the level of education students' academic achievement with a total mean of 1.5 and a standard deviation of 0.31. This means that most of the students got a very good grade. The table further presents that out of 213 respondents, 140 (66%) got a GPA between the grade range of 1.1- 1.5 which is interpreted as "very good". Meanwhile, only 1 (0.4%) of the respondents managed to get a GPA between 2.6-3.0 interpreted as "passing". Moreover, none among the respondents got an excellent and failure grades.

Grade Range	F	%	Description	Interpretation
1.0	0	0	Excellent	Excellent
1.1-1.5	140	66	Very Good	Very Good
1.6-2.0	57	27	Good	Good
2.1-2.5	15	7	Satisfactory	Satisfactory
2.6-3.0	1	0.5	Passing	Passing
3.1-3.5	0	0	Failure	Failure
Total	213	100		
Mean = 1.5	SD = 0.31		Very Good	Very Good

Table 2: Level of Academic Achievement

C. Correlation Analysis between Academic Stress and Mental Health

Table 3 presents the correlation analysis between the independent and dependent variables of the study. The independent variable of the study is time management in terms of prioritization, procrastination, and socialization. Meanwhile, the dependent variable of the study is academic achievement. Both variables were initially measured using mean and standard deviation. To examine the relationship of these variables, Pearson product – moment correlation analysis was used.

The table further shows that correlation coefficient of time management in terms of prioritization is 0.35 with a p-value of 0.307. Furthermore, the correlation coefficient of time management in terms of procrastination is -.072 with a p-value of 0.151. On the other hand, the correlation coefficient of time management in terms socialization is -.038 with a p-value of 0.293. This simply means that time management factors which includes prioritization, procrastination, and socialization have no significant relationship with academic achievement. **“Therefore, the first null hypothesis that states “There is no significant relationship between time management factors and student academic achievement in higher institutions” is accepted.**

Time Management	Dependent Variable: Academic Achievement		
	Correlation Coefficient	p-value	Interpretation
Prioritization	.035	0.307	Not Significant
Procrastination	-.072	0.151	Not Significant
Socialization	-.038	0.293	Not Significant

*. Correlation is significant at the 0.05 level (2-tailed)

Table 3: Correlation Analysis between Time Management and Academic Achievement

IV. DISCUSSION AND PRACTICAL IMPLICATION

A. Time management

Overall, the findings showed that the level of time management of the education students was moderate. This means that they are able to manage their time occasionally. This further indicates that the students are neither highly proficient nor significantly lacking in managing their time. They demonstrate a certain level of organization and prioritization in their daily tasks and commitments. However, there may still be room for improvement in terms of optimizing their time management skills and techniques[15][23][22]. Students with a moderate level of time management may benefit from further developing strategies to enhance their efficiency and productivity, allowing them to better balance their academic responsibilities and other aspects of their lives[17][19][21].

When measured independently, *prioritization* obtained the highest mean among the domains of time management. If the students have a high level of prioritization, this indicates that they possess strong organizational skills and the ability to identify and focus on the most important tasks or goals[15][28]. These students are likely adept at assessing the importance and urgency of their academic and personal commitments, and they consistently allocate their time and resources accordingly[25]. They demonstrate the capacity to make informed decisions about what needs to be done first and effectively manage their priorities[27]. Students with a high level of prioritization are often proactive, efficient, and goal-oriented[31]. They are able to effectively balance their academic workload, extracurricular activities, and other responsibilities, ensuring that they dedicate sufficient time and effort to tasks that yield the greatest impact[29]. Their ability to prioritize effectively can contribute to increased

productivity, better time management, and improved overall academic performance[31].

Furthermore, the level of *procrastination* is moderate. This means that students occasionally procrastinate. This indicates that they tend to delay or postpone tasks, particularly those that require immediate attention or effort[33]. While occasional procrastination is a common behavior among many individuals, it can have implications for their productivity and academic performance[34]. Students who engage in occasional procrastination may find themselves struggling with time management, as they may delay important tasks until the last minute, resulting in increased stress and a reduced quality of work[25]. Occasional procrastination may be indicative of a lack of effective planning or difficulty in initiating tasks [35]. Students who occasionally procrastinate may experience challenges in prioritizing their responsibilities and managing their time effectively[35]. They may struggle with self-regulation and may be more prone to distractions or engaging in less important activities before addressing their academic obligations[37]. However, it is important to note that occasional procrastination does not necessarily define a student's overall abilities or potential for success[43]. With awareness and proactive efforts, students can learn strategies to overcome procrastination, such as setting realistic goals, breaking tasks into manageable steps, and utilizing effective time management techniques[44]. By developing self-discipline and cultivating a proactive approach, students can minimize the negative impact of occasional procrastination and improve their overall academic performance[38][40][41].

Lastly, the level of *socialization* was moderate. This means they can manage their time occasionally in terms of socialization. The finding further suggests that these students possess a balanced degree of social engagement and interaction. They exhibit a moderate level of involvement in social activities, maintaining a healthy balance between their academic pursuits and their social lives[15]. Students with a moderate level of socialization are likely to have a moderate number of social connections and engage in social interactions to a reasonable extent[45]. They may participate in extracurricular activities, social events, or group projects, but they also recognize the importance of allocating sufficient time to their academic responsibilities[49]. Having a moderate level of socialization suggests that these students understand the value of social connections and interactions in their personal and academic lives[52]. They may strike a balance between enjoying social experiences and focusing on their studies. This level of socialization can be beneficial, as it allows students to develop interpersonal skills, foster relationships, and create support networks[51]. However, it is important to note that a moderate level of socialization should not interfere with academic commitments or become a distraction. Students should ensure that their social activities are conducive to their educational goals and do not negatively impact their overall academic achievement[56][57]. By maintaining a moderate level of socialization, students can experience the benefits of social engagement while still prioritizing their academic success and meeting their educational responsibilities[58].

B. Level of Academic Achievement

The finding reveals that the level of academic achievement of the students was very good. This denotes that most education students of San Agustin Institute of Technology showed very good academic performance. The students performed admirably in their studies, an evidence that they are motivated to get high grades. These abilities are important for achieving academic success and support the findings of a study by Narad&Abdullah[61], who claimed that knowledge is acquired through patience, hard work, and good outlook by inspiration. Academic achievement is a learning objective established by students and teachers to accomplish something in school that is also evaluated and marked by the teachers themselves. It is indicated that exams or ongoing evaluation are frequently used to assess academic success, although there is no universal agreement on the appropriate testing method or which components are most crucial [15][17].

C. Correlation Analysis between Time Management and Academic Achievement

The main objective of the study is to investigate the link between time management in terms of *prioritization*, *procrastination* and *socialization* and academic achievement of the education students of San Agustin Institute of Technology. As the test of relationship was executed, the findings showed that time management has no relationship with the academic achievement.

It would be difficult to argue that there is no relationship between time management and academic achievement among students since developing good time management skills is essential for academic success, and students who prioritize time management are likely to see positive results in their academic performance [15][17][19][20][22][23]. However, it can also be possible since several authors [62][63] proved and discovered that time management find weak or insignificant relationship with academic achievement. Although these authors were puzzled with the results, but they further concluded that in their study, students may have unique circumstances. In the first place, time management is not the sole factor that affect academic success or failure of the students. There are teacher factors, family factors, student habits, and motivation among others.

V. CONCLUSION AND RECOMMENDATION

Generally, the level of time management in terms of *prioritization*, *procrastination* and *socialization* was moderate. In terms of academic achievement level, the students showed good academic grades. When test of correlation was done, the finding revealed that time management in terms of *prioritization*, *procrastination*, and *socialization* showed insignificant association with academic achievement. Therefore, the null hypothesis is accepted. This result indicates that factors other than time management, *prioritization*, *procrastination*, and *socialization* may play a more prominent role in determining academic achievement. It suggests that the effectiveness of time management techniques, the ability to prioritize tasks, the tendency to procrastinate, and the level of socialization

may not be strong predictors of academic success in this specific setting or population in this present investigation.

However, it is important to interpret these findings with caution. While the study may not have found a significant relationship, it does not rule out the possibility that other variables or factors not included in the study might still be influential in determining academic achievement. Additionally, conducting the same study in different contexts or populations may yield different results, and further research may be needed to explore the complex interplay between these variables in other settings.

Consequently, the finding invalidates the theory of Bucket of Rock Theory or also known as the Pickle Jar Theory [64]. The theory suggests that individuals should prioritize important tasks (represented by big rocks) and balance them with less important tasks (represented by pebbles, sand, and water). This theory emphasizes the importance of managing time effectively to enhance performance in various areas of life, including academic achievement. However, the present study revealed that time management shows insignificant relationship with academic achievement. Therefore, the theory could not be applied in this study.

Furthermore, the present study likewise invalidates the Goal Setting Theory [65]. The theory suggests that goal setting works by activating a person's motivation and directing their attention towards the specific tasks that need to be accomplished. When individuals set specific goals, they are more likely to have a clear understanding of what needs to be done and to work towards achieving it. The goal setting theory may relate to time management in a way when students set academic goals, such as prioritizing tasks, avoiding distractions, and scheduling study time, these can help them achieve their academic goals and improve performance which relates to academic achievement. However, the present results revealed that there is no significant association between academic achievement and time management. Thus, the study could not support the theory

As for recommendation, school administrators together with instructors may conduct time management seminars or other awareness program and develop effective teaching methods and valuable approaches to drive students to enhance or improve their time management skills since majority of the students shows moderate level of time management.

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