

# **Time management on task completion of science, technology, engineering, and mathematics (STEM) students of ECT Excellencia Global Academy Foundation, Inc.**

Shanzee Marie Jayme  
Michael Aparecio  
Alan A. Bendanillo  
Andre Mari M. Arana  
Jeain Philip Dumdum  
Nanami Ikeshiro  
Ked Toring

**Abstract:** Time management is a collection of skills that you may use to make the most of your time and enhance your quality of life. Most commonly, students would find meaning, accomplishment, and even fulfillment once achieved the objectives that they set. This is possible because they wisely manage their time. Henceforth, this research study will shed light a report on the concept of time management that significantly affects towards the STEM students' of ECT Excellencia Global Academy Foundation, Inc. (EEGAFI) on their potentiality to complete their tasks on time. To determine the limitations of students' time management, hypotheses were developed along with the problems and objectives of this study. The respondents of this study were from the students of STEM 11 of EEGAFI. 150 respondents were randomly selected and these students were those who volunteered to participate in the surveys were picked at random from the group. The researchers gave the predetermined questionnaires to the respondents in this research study with the primary goal of collecting data for statistical analysis. The findings showed that time management behaviors such as procrastination, prioritizing, and planning had a significant impact on the task completion of the students. When doing task completion, it is advised that students pay close attention to the passing of time. Efforts to ensure strong academic success. Given that procrastination, when compared to other factors, significantly affects academic achievement, the results show that students need work very hard to finish their projects as well as completing all other academic tasks on time to avoid missing deadlines.

**Keywords:** Time management, task completion, EEGAFI students, prioritization, procrastination

## INTRODUCTION

Throughout history, there has been a strong emphasis on effective and efficient time management, which has also been seen as the key to success (Pugh & Nathwani, 2017). While it is true that academic experience can be very stressful to individuals, many students are also experiencing this phenomenon in school. Hence, it is recommended that students begin practicing time management as early as possible in their academic career (Valle et al., 2016). Time management has also been defined as a form of self-management with a clear emphasis on time in understanding what activities to do; how to do them more efficiently; in what time it should be done and when is the correct time to the particular activity (Savino, 2016). It has also been linked to lower anxiety and higher academic accomplishment in students (Jenaabadi, Nastiezaie, & Jalalzaei, 2016). Whereas performing goal directed activities with the purpose of using time efficiently defines time management as "behavior" (Aeon & Aguinis, 2017). Time attitude, long-range planning, and short-term planning are the three primary surfaces of time management behavior (Aeon & Aguinis, 2017).

Time attitude is the positive or negative perspective towards the present, future and past time which has been directly linked to academic achievement, especially in scientific subjects (Nieuwoudt, & Brickhill, 2017). The concept of handling everyday jobs for a longer period of time and keeping up with the objectives set for significant dates is called the competence in long range planning. Whereas, planning in the short run for the day to a day activity or planning for tasks within a day or week is short-range planning. For students to better manage their curriculum and achieve learning objectives, these time management behaviors or skills are argued to improve the positive academic output (Razali et al., 2018). Eventually, to attain this potential improvement it involves a multi-faceted development of the human person in the areas of personality, character, leadership, citizenship, career, and spirituality (Bendanillo, et. al., 2023).

There have been many studies that found an association between greater academic achievement and effective time management as students acquire strategies that help them in meeting competing demands (Nadinloyi et al., 2013;). The curriculums in higher education institutes are designed in a way that gets to peaks and troughs in the workload of students, requiring them to manage between their work-life balance, often without the support of the institution. The non-cognitive personal behavior, perspective of students regarding time management is also an effective predictor of educational achievement as with poor time management skills it gets difficult for students to plan their studies and which causes them anxiety and agitation at the assessment time which usually takes place at the end of the course (Scherer, Talley, & Fife, 2017). Students have previously linked negative educational results with poor time management which could be partially self-serving bias, however, there have been ample studies that establish this (Nadinloyi et al., 2013;). Previous

studies have found that time management has a good effect. Time management abilities have been shown to improve student learning and results. A lot of studies have found that time management has a good influence.

Time management provides individuals the ways for structuring and controlling their activities. In addition, report that the capacity to successfully manage their time is the foundation of students developing good study habits and strategies for success. Time management offers individuals the means to structure and control their activities (Nadinloyi et al., 2013;). Time management is an immense distinction between web-based and formal education administratively and academically. There was the type of learning opportunities in formal education that integrated a clarification of everything (Nieuwoudt & Brickhill, 2017).

Teachers are in front of pupils under this method, and they can ask anything without hesitation or delay. Distance learning students, on the other hand, do not have the same sort of academic atmosphere as formal learners. The presence of physical distance between teacher and student is clearly reported in online learning (AH Ch, S Ahmad, M Malik, A Batool ). As a result, it is more difficult to manage time and achieve excellent grades in remote education. Web-based students explore and learn online, which only combines partial facts, and the rest is up to them to think about and investigate further. It is an art for managing time and every learner must command and become familiar with this skill for the sake of betterment (Broadbent, 2017). Because of this incapacity, they have had experiences in both the household and academic worlds. In this respect, the majority of learners encounter troubles like errand vulnerability and repugnance, so they begin to stall their time administrative abilities. This study is founded on the existentialist philosophy, which is learner-centered and provides students with direction in their studies. Learners are self-responsible for their academics because they seek direction from their professors yet make decisions and handle all activities by applying their time management properly. Thus, this study seeks to determine the significant impact of time management on task completion towards the stem students of EEGAFI Senior High School.

#### STATEMENT OF THE PROBLEM

Some issues with students' task completion that have been noticed in specific locations may have their basis in time management is a major factor. When students fail to manage their time, it occurs at this point properly. They might decide not to go or might put off going to school. Possible delays in scheduling academic events, delaying the completion of assignments, and reading for exams and analysis.

During the talks, they can experience disruptions like obtaining long phone conversations, pinging, social media, and mingling with friends. This effects various things some academic activities, particularly those that pertain to academic performance.

In light of these, the study will look into how time management affects task completion of students.

General Problem:

This study aims to determine the time management on task completion towards the students. Specifically, it seeks to answer the following questions:

Specific Problems:

1. What is the profile of the respondents in terms of the following?

a. Age

b. Gender

c. Class Section

2. What are the struggles that the Grade 11 STEM Students have encountered in terms of Time Management on Task Completion

3. What is the significance between the prioritization in terms of academic performance and how it contributes to the time management of the STEM Students in higher institution?

#### RESEARCH OBJECTIVES

This study was conducted to:

1. Describe the struggles that the Grade 11 STEM Students have encountered in terms of Time Management on Task Completion.

2. Determine the significant impact of time management on task completion towards the stem students of EEGAFI Senior High School.

#### SIGNIFICANCE OF THE STUDY

The researchers hypothesized that by achieving the goals of this paper, they will be able to aid students, parents, teachers, and upcoming researchers.

*Students.* The ECT Excellencia Global Academy Foundation, Inc. (EEGAFI) Grade 11 STEM students can benefit from the findings of this study to be conscious of how to manage their time as they complete their tasks. They will be acquainted with the variables influencing the respondent's difficulty in managing their time to complete tasks.

*Parents.* This study can be helpful to parents, not simply those of ECT Excellencia Global Academy Foundation, Inc. (EEGAFI) students, as they will be aware of the difficulties that their children have experienced in managing their time to complete tasks at school.

*Teachers.* This study will be beneficial to teachers as it will help them understand the difficulties that their students are facing and could offer and suggest alternatives to aid and help the students who are suffering in managing their time to complete tasks.

*Future researchers.* This study will serve as the starting point for future research and serve as a model for similarly designed studies in the future.

## SCOPE AND LIMITATIONS

This study is focused on the time management of task completion towards the students of ECT Excellencia Global Academy Foundation, Inc. (EEGAFI). The study involved the following independent variables; age, gender, and class section. The dependent variables of the study involved the struggles of time management on task completion among students. This research will be conducted in the first semester of the school year 2022-2023. This research will guide the students on how they handle time management on task completion.

## REVIEW OF RELATED LITERATURE

There was a style of secondary education where every concept was explained. When it comes to handling time constraints and academic obligations, secondary and higher education are vastly different from one another. However, after they enroll in college, students discover that the lectures they attend only cover the surface material; the remainder is up to them to research and learn more about. Every student should be able to manage their time well. Many university students complain about running out of time when asked to complete a task, becoming frustrated when they are unable to finish it in time. University students in particular need to learn time management skills because it will improve their grades and increase their productivity. However, most of the time, students struggle with issues like task aversion and uncertainty, which causes them to put things off because they lack organizational skills. As a result, students won't be able to prioritize their tasks, making it easy for them to become distracted and procrastinate.

The relevant literature demonstrated university students' attitudes toward and proficiency levels in time management, as well as the effects of these abilities on their academic performance. According to the study, the majority of students have somewhat good time management skills, while a very tiny percentage have highly good skills (Yilmaz et al., 2006). The research found that students' time management abilities have a significant impact on their academic success and are a predictor of academic performance. According to the pertinent literature, students should begin developing their own time management senses during their primary school years by reading about the topic or using the framework of psychological counseling and guidance studies implemented in classrooms. They should also adopt effective time management attitudes and techniques to control how and where they spend their time. They have an impact on achievement, but time management strategies also serve a single function, indicating that they have many uses (Fazal, 2012). Participating in meetings and getting involved in extracurricular activities, while not always a job, but being energetic at a workplace, also strongly correlates with achieving excellent academic results.

The present study's primary goals were to examine test proficiency, educational

competency, and the use of time management strategies (Faisal et al., 2014). In the current sample, academic competence scores were found to have somewhat improved, indicating that students were finding the course material and substance motivating and enjoying their classes.

## METHODOLOGY

In realizing the objectives of the study, the researchers adopted a quantitative research using survey method and online survey questionnaire as the data collection instrument. The target population for this study was the (STEM) Students of ECT Excellencia Global Academy Foundation Inc. The method was chosen because it helps collect large sets of data in a short time (Huylar & McGill, 2019). The researchers gave the predetermined questionnaires to the respondents in this research study with the primary goal of collecting data for statistical analysis. The EEGAFI grade 11 STEM students that participated in this study and provided responses did so with the utmost honesty and accuracy. Since EEGAFI is a private senior high school, the survey did not focus on educational institutions in the public sector. The researchers modified their unique style of learning delivery, which is a "multi - task learning modality," because EEGAFI served as the venue of this study. From a number of learners, 150 were randomly selected and these students were those who volunteered to participate in the surveys were picked at random from the group. Therefore, this study's data was collected utilizing a self- administered questionnaires designed as an online survey in Google form and distribute to the Senior High School students thru their personal Messengers chat box, Gmail and Google accounts by the additional 50 respondents who wished to study at home. The questionnaire, which took an average of 45 minutes to complete, was fully explained to the respondents. The survey method allows gathering enough data on the target population but specifically from various demographic backgrounds such as gender, age, level of education, year of study and nationality. The responses provided by respondents who were enrolled in face-to-face sessions at their respective schools, 125 of whom were female and 25 of whom were male, were copied onto 100 questionnaires.

## RESULT AND DISCUSSION

### RESULTS

The researchers in this study used percentage frequency to calculate the respondents' demographic profile. The formula is given below to explain the analysis using a standard frequency count and percentage.

$$(P)\% = \frac{F}{N} \times 100$$

Legend:

P= Percentage distribution

F= Frequency

**N= Total Number of Respondents**

In this research study, the number of respondents were 125 female and 25 male from EEGAFI senior high school students, in total, took part in this study. To elucidate this matter, Table 1 illustrates the students' demographic characteristics.

Age	Frequency	Percentage
15-17	132	88 percent
18-20	10	6.66 percent
21 to above	8	5.33 percent
Total	150	100 percent

	N	Percent	Mean
Age			19.53
Female	125	83.33	
Male	25	16.67	

The specific highlights of objective in this study focused on time management on task completion of STEM students in grade 11 of ECT Excellencia Global Academy Foundation, Inc. In this study, though as it highly gives emphasis the subject matter on time management in the face of the students towards their completion of task. Arising from the study, several reasons that affect their time management. As it shown in graph no.1 which is presented below, the data explicitly indicates the percentage and number of respondents who responded the causes or reasons on why students have reasons that affect in their time management on task completion. The formulated statement that consequently have made the respondents to frequently respond is concerned and focused on the time management on task completion. "Do you tend to complete your assignments on time?" 88.9 % of the students out of 150 students who expressed explicitly their "yes" that they agree on the matter that they usually complete in doing their assignments after being given by their respective subject teachers.

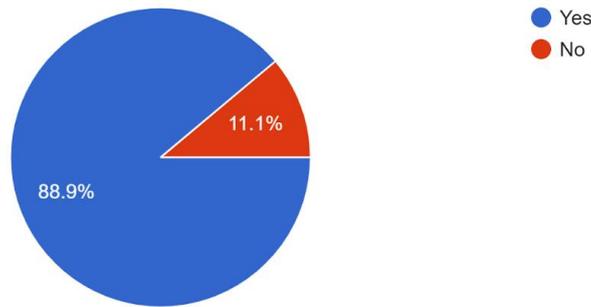
The study also identified insufficient resources and negative attitudes toward education among STEM students. This factors are perceived to have contributed to students time management outcome while 11.1% of students out of 150 were responded "no" that they don't tend to complete their assignments on time. This further means that in response to number one (1) question stated below, there were number of students who struggled with their time management for task completion. Few of these respondents opined their sheer reasons of struggles such as lack of proper planning and goal setting, low of motivation, no enough rest, procrastination habits which is tantamount to the distorted mentality "mañana habit" syndrome.

It is noteworthy that one of the respondents when asked the first question below, he purported saying, "I will not just finish to comply my activity in science today,

anyway, there is always tomorrow and I will just hang-out with my friends tonight.” These are just but some of the struggles that students have in dealing with time management for the completion of their tasks. In one way or another, however, the students found it difficult to manage their time because of the planning fallacy, which occurs when students underestimate how long it will take to finish a task, even if they have already accomplished it.

Graph no.1

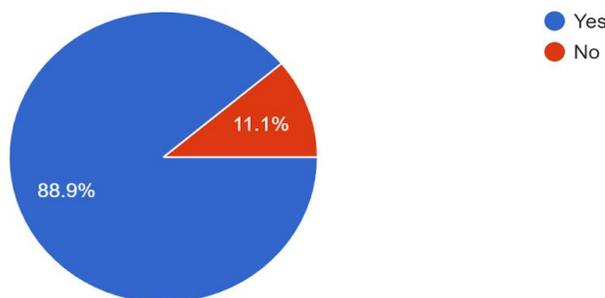
Do you tend to complete your assignments on time?



In the results under graph no. 2, it was found that the senior high school students shows evidently to set their deadlines for their activities in school. It was found that the 88.9% of the respondents out of 150 students were able to set schedule on their activities, hence, they responded “yes” on this question. “Do you set deadlines for your activities?” On the other hand 11.1% of the respondents’ firmly responded “no” that they have not set schedules on their activities in school.

Graph no.2

Do you set deadlines for your activities?

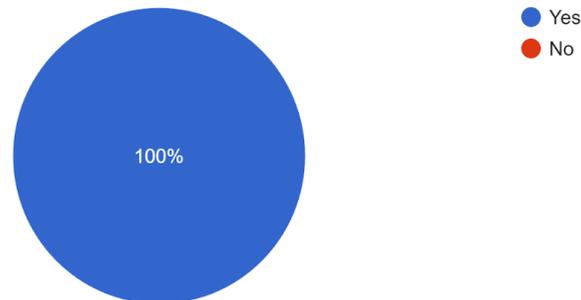


The study clearly showed in graph no. 3 that students’ academic abilities and performance in time management and task completion may be impacted by being aware of and taking action to prevent time-wasting activities. In fact, based on the graph below, it was discovered that 100% of students responded "yes" to the question, “Are you aware of and take steps to avoid time-wasting activities?” This information demonstrates that, out of a total of 150 students, the majority of respondents agreed with the uttered statement. In fact, 100 % of the respondents revealed that they have to take steps to avoid time wasting activities and that the students are very much aware about this reality. On the other hand, none of the respondents expressed a “no,” therefore it is clear that being aware of and taking

action to avoid time-wasting activities may have an impact on students' academic performance in terms of time management and task completion.

Graph no. 3

Are you aware of and take steps to avoid time wasting activities?



## DISCUSSION

The results of the study indicated a strong connection between students' task completion and their time management skills. It conveys the notion that in order to complete their various assignments successfully, students must make optimal use of their time. Since students complete all of their tasks within the allotted time, time management and academic success are inextricably linked. Akomolafe, C.O. (2005) encouraged teachers to use their time wisely. Spending less time taking calls should be done in order to be more productive at work. They ask their secretaries to call-screen for them. This implies that administrators who are supposed to set a good example for students also struggle with time management issues. Consequently, this research has determined that students should focus their time management is key to enhancing task completion. The research also indicated a connection between their ample time being spent to engage in social activities and academic standing.

This means that the students must control or cut back on the amount of time they spend engaging in activities like going to dinner and parties, conversing, talking on the phone, and pinging because they have a detrimental effect on their task completion. The more time student's spend engaging in social activities, the more this impacts their academic performance. This has an impact on the fulfillment and accomplishment of the students' educational objectives. The research also revealed a strong connection between procrastination and academic standing. This suggests that students should be cautious of routine delay of acts, occurrences, or tasks that may make studying challenging since they may be affected by performance. The outcome could occur as a result of some students not meeting the deadline for various academic tasks because they believe that there is always time. Their use while failing to consider some problems that can sporadically arise. Adebayo and Omojola (2012) confirmed that the managers of higher education institutions frequently postponed assignments, which had an impact on their efficiency. This may be attributed to the pupils' poor time management skills. The conclusion of this study is that students

should avoid procrastinating.

The study also found a substantial connection between priority and academic achievement. According to the study's findings, failing to create regular or daily goals does have an impact on academic activity. The findings could be due to the fact that the students do not set or complete goals in accordance with importance or urgency. According to research by Agarwal (2008), Bradley and Mcrae (2007), students must practice self-discipline in time management if they hope to improve their performance. The study also showed that the effects of time are similar across the board management of academic achievement of students based on gender. This indicates that both the male and female students use their time in similar ways. This is consistent with Omolola's (2010) study, which found that time management has an impact on both male and female academics.

### CONCLUSIONS

Based on the results and discussion, it can be concluded that time management skills are extremely important in modern society and highly valued in student's everyday life. If they manage their time well, they can get the most out of their education. Inculcating good time management behaviour makes students more effective learners in the educational setting. Effective time management will improve a student's academic performance. Achievements were effectively enhanced. However, on the other hand, if one thing is not controlled, then successes also fall short of expectations. Time management is crucial for all students, but particularly for the accomplishment of a task by STEM students. They can accomplish their goals if they manage their time effectively. Effectively and outperform oneself in the academic sphere. Students' poor time management has an effect on some things, including academic activities, particularly those related to the start of a new semester or session, course registration, attending lectures, completing assignments, studying for exams, and time spent preparing for the exam. These come from putting things off and ignoring things like planning and priority. The power of time is a student's weapon.

### RECOMMENDATIONS

On the basis of the study's findings, the following suggestions were made:

The results of this investigation should be used by students, especially those in education, to enhance their time management skills. In order for their academic performance to be at a high level, they must be mindful of the passage of time while carrying out their assigned tasks.

The results show that students should make a concerted effort to finish their projects and other academic tasks by the deadline in order to avoid missing them. Additionally, procrastination is a significant time management factor among students. Therefore, social organizations should focus their efforts on arranging seminars and

workshops on how to deal properly with this concept on time management because this could lead generally a result that has eaten deeply into the lives of students.

### References

Adams, R. V., & Blair, E. (2019). Impact of Time Management Behaviors on Undergraduate Engineering Students' Performance. *SAGE Open*, 9, 1-11.

Aeon, B., & Aguinis, H. (2017). It's about Time: New Perspectives and Insights on Time Management. *Academy of Management Perspectives*, 31, 309-330.

Ahmad, S., & Ch, H. (2017). Relationship of Classroom Management Strategies with Academic Performance of Students at College Level. *Bulletin of Education and Research*, 39, 239-249.

Bendanillo, A. A., Gonzales, C. N., Araña, A. M. M., Labasano, A. S. C., Tapayan, A. A. S., Mantua, A. M. V., & Gepitulan, P. M. L. (2023). The impact of campus bullying on EEGAFI senior high school students' academic performance. *Science and Education*, 4(1), 639-649.

Broadbent, J. (2017). Comparing Online and Blended Learner's Self-Regulated Learning Strategies and Academic Performance. *The Internet and Higher Education*, 33, 24-32.

Huyler, D., & McGill, C. M. (2019). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, by John Creswell and J. David Creswell. Thousand Oaks, CA: Sage Publication, Inc. 275 pages.

Jenaabadi, H., Nastiezaie, N., & Jalalzaei, S. (2016). The Effect of Time Management Training on Student's Test Anxiety. *Journal of Nursing Education*, 5, 12-22.

Nadinloyi, K. B., Hajloo, N., Garamaleki, N. S., & Sadeghi, H. (2013). The Study Efficacy of Time Management Training on Increases Academic Time Management of Students. *Procedia—Social and Behavioral Sciences*, 84, 134-138.

Nieuwoudt, J. E., & Brickhill, M. (2017). Time Management and Attitude towards Science as Predictors of Academic Success in an Enabling Science Subject: A Preliminary Exploratory Study. *National Association of Enabling Educators of Australia (NAEEA)*.

Razali, S. N. A. M., Rusiman, M. S., Gan, W. S., & Arbin, N. (2018). The Impact of Time Management on Students' Academic Achievement. *Journal of Physics: Conference Series*, 995, Article ID: 012042.

Savino, D. M. (2016). Frederick Winslow Taylor and His Lasting Legacy of Functional Leadership Competence. *Journal of Leadership, Accountability and Ethics*, 13, 70.

Scherer, S., Talley, C. P., & Fife, J. E. (2017). How Personal Factors Influence Academic Behavior and GPA in African American STEM Students. *SAGE Open*, 7,