



Research Article

Time Management Strategies and Work Performance among College Working Students in Davao City

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Abstract. This study examined the relationship and predictive capacity of time-management strategies regarding the work performance of college working students in a selected higher education institution in Davao City. A quantitative, non-experimental descriptive-correlational design was employed using a cross-sectional self-report survey. The sample comprised 100 undergraduate students who were actively enrolled and employed at the time of data collection, selected via purposive sampling. Data were gathered using adapted, validated questionnaires measuring time-management strategies (work-related time management, academic time management, and personal time management) and work performance (task performance, contextual performance, and counterproductive work behavior). Data were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analysis. Results revealed a high level of overall time-management practices ($M = 4.09$, $SD = 0.49$). Descriptively, academic time management obtained the highest mean ($M = 4.13$, $SD = 0.66$), followed by work-related time management ($M = 4.08$, $SD = 0.54$) and personal time management ($M = 4.07$, $SD = 0.64$). Overall self-reported work performance was high ($M = 3.88$, $SD = 0.49$), led by very high task performance ($M = 4.26$, $SD = 0.55$), high contextual performance ($M = 4.13$, $SD = 0.58$), and moderate counterproductive work behavior ($M = 3.27$, $SD = 1.00$). A significant positive association was observed between overall time-management strategies and overall work performance ($r = .598$, $p < .001$). Multiple linear regression indicated that time-management strategies significantly predicted work performance ($R^2 = .358$, $F(3,96) = 17.821$, $p < .001$). Standardized regression weights demonstrated that personal time management ($\beta = .27$, $p = .005$) and academic time management ($\beta = .27$, $p = .008$) yielded virtually equivalent predictive strength, alongside work-related time management ($\beta = .22$, $p = .023$). Findings align with Zimmerman's (2000) Self-Regulation Theory, highlighting how self-directed planning across life domains statistically relates to workplace performance.

Keywords: Academic time management; College working students; Davao City; Personal time management; Work performance.

College students increasingly work while pursuing higher education to support their financial needs and gain practical experience. However, balancing academic demands and workplace responsibilities presents significant temporal challenges. Competing roles require students to manage academic requirements, job duties, and personal activities within limited daily schedules, making effective time management essential (Balacuit & Lopio-Alas, 2022; Mosquito et al., 2025). In the Philippine setting, working undergraduates often struggle to maintain consistency and efficiency across these competing domains (Tecson et al., 2025).



To address these challenges, the present study examines time-management strategies across three distinct dimensions: work-related time management, academic time management, and personal time management. These dimensions are anchored in Zimmerman's (2000) Self-Regulation Theory, which conceptualizes self-regulation as a cyclical process involving forethought, performance control, and self-reflection. For working students, self-regulation involves proactively planning responsibilities, monitoring time allocation, regulating behavior, and evaluating goal attainment across academic, employment, and personal spheres. Thus, the theory provides a framework for explaining how multidimensional time-management practices translate into workplace outcomes.

In this study, work performance is operationalized through task performance, contextual performance, and counterproductive work behavior (Abun et al., 2022). Task performance encompasses core job duties, contextual performance involves behaviors that support the organizational environment, and counterproductive work behavior includes actions that hinder workplace functioning. Although existing Philippine studies have documented the academic and occupational struggles of working students (Libago et al., 2024), they primarily treat time management as a broad construct or focus predominantly on academic outcomes. A distinct empirical gap remains regarding how work-related, academic, and personal time-management strategies jointly relate to and predict multidimensional work performance—particularly within higher education institutions in Davao City. Because this study uses a quantitative, non-experimental correlational design, it examines variables in terms of statistical relationships and predictive power rather than causal effects.

Accordingly, this study sought to determine the levels of time-management strategies and work performance among college working students in selected higher education institutions in Davao City, and to examine their internal relationships and predictive contributions. Specifically, it addressed the following research questions:

The research addresses five key objectives: (1) To assess the level of time management strategies among college working students in terms of work-related, academic-related, and personal time management, (2) To assess the level of work performance among college working students in terms of task performance, contextual performance, and counterproductive behavior, (3) To determine the significant relationship between overall time management strategies and overall work performance, (4) To determine the significant relationship between the dimensions of time management strategies and the dimensions of work performance, and (5) To determine if work-related, academic-related, and personal time management strategies significantly predict the work performance of college working students.

This study aimed to examine how time-management strategies and work performance, when considered together, influence college working students' productivity and success. Because balancing employment and academic responsibilities remains a persistent challenge despite years of formal education, it is essential to explore how these two factors shape learners' ability to manage professional and academic demands independently. Moreover, the study contributes to the existing literature by investigating whether time management, often perceived as difficult to maintain, can also support professional development when balanced with consistent daily routines. In this context, time-management strategies may have a dual effect: they can enhance efficiency and focus on job tasks, yet they may also hinder performance when poor scheduling promotes superficial or rushed execution.

More broadly, this issue is particularly relevant in contemporary higher education settings, where students are heavily engaged in both jobs and studies. When integrated thoughtfully with strong time management practices, such routines may create opportunities for more effective institutional support to address persistent challenges in balancing multiple roles. Moreover, this study is expected to provide school administrators and employers with relevant insights for developing and implementing appropriate academic interventions and workplace programs. In addition, this research aligns with the Sustainable Development Goals, particularly Goal 4, which promotes inclusive, equitable, and high-quality education that supports lifelong learning opportunities for all.

Methodology

Research Design

This study utilized a quantitative, non-experimental, descriptive-correlational research design. Time-management strategies were examined across three sub-dimensions (work-related time management, academic time management, and personal time management), while work performance was operationalized through three

dimensions (task performance, contextual performance, and counterproductive work behavior). Descriptive statistics were computed to evaluate variable levels. Pearson product-moment correlations examined bivariate associations, and multiple linear regression assessed the predictive capacity of time-management dimensions for overall work performance. Because the study used a cross-sectional design, results represent statistical associations and predictive contributions rather than causal effects.

Results and Discussion

The Level of Time Management Strategies

Table 1. *Level of Time Management Strategies of College Working Students*

Time Management Strategy	Mean	SD	Descriptive Level
Academic Time	4.13	0.66	High
Work-Related Time	4.08	0.54	High
Personal Time	4.07	0.64	High
Overall	4.09	0.49	High

Table 1 presents the descriptive statistics for time-management strategies among college working students. The overall mean reached $M=4.09$ ($SD=0.49$), interpreted as *High*. Among the sub-dimensions, academic time management obtained the highest mean ($M=4.13$, $SD=0.66$), followed by work-related time management ($M=4.08$, $SD=0.54$) and personal time management ($M=4.07$, $SD=0.64$). The high level of academic time management strategy use among respondents ($M = 4.13$, $SD = 0.66$) aligns with Zimmerman's (2000) Self-Regulation Theory, reflecting a structured practice of planning, monitoring, and regulating time allocation across competing domains (Candelasa et al., 2024; Hardiningrum & Mukhlis, 2023; Trentepohl et al., 2022). Proactive engagement in goal-setting, scheduling, and prioritization represents the active "forethought phase" of self-regulated learning, which helps working students establish structured schedules to prevent academic decline (Candelasa et al., 2024; Hardiningrum & Mukhlis, 2023; Trentepohl et al., 2022). Empirical evidence shows that working students develop advanced organizational skills out of necessity; for instance, employed students often show higher time-management scores and greater self-discipline than non-employed peers (Holili et al., 2024; Jeeva & Joseph Antony, 2025). Rather than being passive, working students utilize structured planning and temporal flexibility as adaptive coping mechanisms to actively structure their daily routines and navigate the simultaneous pressures of academic and job responsibilities (Jeeva & Joseph Antony, 2025; Syaputra, 2025).

The Level of Work Performance

Table 2. *The Level of Work Performance of College Working Students*

Indicator	Mean	SD	Descriptive Level
Task Performance	4.26	.55	Very High
Contextual Performance	4.13	.58	High
Counterproductive Behavior	3.27	1.00	Moderate
Overall	3.88	.49	High

Table 2 presents the descriptive statistics for self-reported work performance. The overall composite score obtained $M=3.88$ ($SD=0.49$), interpreted as *High*. Task performance yielded the highest score ($M=4.26$, $SD=0.55$, *Very High*), followed by contextual performance ($M=4.13$, $SD=0.58$, *High*). Un-reversed counterproductive work behavior yielded a mean score of $M=3.27$ ($SD=1.00$, *Moderate*). The respondents reported a very high level of workplace task performance ($M = 4.26$, $SD = 0.55$). This result aligns with the literature linking effective individual time management to higher occupational productivity and job performance (Bedi & Sass, 2023; Claessens, 2004; Patzak et al., 2025). Through structured scheduling, prioritization, and task coordination, individuals can meet professional demands more efficiently (Bedi & Sass, 2023; Claessens, 2004). The skills working students develop while juggling coursework and jobs – such as managing strict deadlines and organizing resources – translate into highly effective behaviors in their future professional careers (Tecson et al., 2025; Syaputra, 2025).

However, from a methodological perspective, this high rating must be interpreted with caution. Self-ratings of performance are prone to inflation due to self-report and social desirability bias, where individuals systematically overestimate their competencies (Claessens, 2004; Nursa'adah et al., 2025). Nursa'adah et al. (2025) note that reliance on self-report instruments can lead to response bias, as students may exaggerate positive work behaviors. Triangulating these findings with supervisor or peer ratings is recommended to confirm objective performance

levels (Bedi & Sass, 2023; Claessens, 2004).

Bivariate Pearson Correlations Between Time Management Strategies and Work Performance Dimensions

Table 3 shows bivariate Pearson product-moment correlation coefficients evaluating associations between time-management dimensions and work performance dimensions. Significant positive linear relationships were observed between overall work performance and work-related time management ($r = .434, p < .001$), academic time management ($r = .497, p < .001$), and personal time management ($r = .482, p < .001$). Overall time management correlated significantly with overall work performance ($r = .598, p < .001$).

Table 3. Bivariate Pearson Correlations Between Time Management Strategies and Work Performance Dimensions

Time Management Strategy	Task Performance (r)	Contextual Performance (r)	Counterproductive Behavior (r)	Overall Work Performance (r)
Work-Related Time	.503**	.449**	.107	.434**
Academic Time	.657**	.631**	.012	.497**
Personal Time	.515**	.575**	.098	.482**

The bivariate correlation analysis revealed significant, positive linear relationships between overall work performance and all three time management dimensions: work-related ($r = .434, p < .001$), academic ($r = .497, p < .001$), and personal ($r = .482, p < .001$). Overall time management was strongly associated with overall work performance ($r = .598, p < .001$). These findings align with prior empirical studies linking planning, goal-setting, and prioritization to higher job performance and workplace productivity (Bedi & Sass, 2023; Claessens, 2004; Patzak et al., 2025). Notably, none of the time-management subscales correlated significantly with counterproductive work behavior (CWB; $p > .05$). This suggests that negative workplace behaviors are not governed by individual temporal regulation but are instead driven primarily by external factors such as organizational environments, job stress, and systemic workplace constraints. This aligns with Role Conflict and Role Strain Theories, which posit that when individuals try to meet incompatible demands across multiple roles, the resulting role strain, fatigue, and emotional exhaustion directly impede positive behaviors (Candelasa et al., 2024; Creed et al., 2023). In supportive environments where work arrangements accommodate study requirements (e.g., "high work congruence" profiles), students experience lower role conflict and study burnout (Frontiers in Psychology, 2023).

Conversely, unsupportive workplace structures, job stress, and excessive workloads act as systemic stressors that trigger negative work strain and burnout, and individual time management has limited capacity to buffer them (Creed et al., 2023; Syaputra, 2025). This aligns with evidence that stress functions as a distinct pathway linking time management to performance outcomes, separate from time-management skill itself, and that unmanaged stress can erode the benefits of otherwise sound time-management practices (Ong et al., 2025).

Multiple Regression Analysis Predicting Work Performance

A multiple linear regression analysis was conducted to evaluate whether work-related time management, academic time management, and personal time management significantly predict overall work performance. The overall regression model was statistically significant, $F(3,96) = 17.82, p < .001$, accounting for 35.8% of the total variance ($R^2 = .36, R^2_{adj} = .34$) in self-reported work performance.

Table 4. Multiple Regression Analysis Predicting Work Performance

Predictor Variable	B	SE	β	t	p	95% CI [LL, UL]
Work-Related Time	0.20	0.08	.22	2.31	.023	[0.03, 0.36]
Academic Time	0.20	0.07	.27	2.71	.008	[0.05, 0.35]
Personal Time	0.21	0.07	.27	2.84	.005	[0.06, 0.36]

Note. N = 100. CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit.

All three sub-dimensions made statistically significant individual contributions to the model. Personal time management ($\beta = .27, p = .005, 95\% \text{ CI } [0.06, 0.36]$) and academic time management ($\beta = .27, p = .008, 95\% \text{ CI } [0.05, 0.35]$) yielded virtually equivalent standardized predictive weights ($\Delta\beta = .00$), followed closely by work-related time management ($\beta = .22, p = .023, 95\% \text{ CI } [0.03, 0.36]$). Because the difference between the standardized regression weights of personal and academic time management is negligible ($\Delta\beta = .00$), these two dimensions hold comparable predictive strength regarding workplace performance rather than ranking hierarchically. This finding supports Self-Regulation Theory (Zimmerman, 2000) by showing that self-regulated planning across

personal and academic domains is statistically related to workplace performance outcomes (Candelasa et al., 2024; Hardiningrum & Mukhlis, 2023). Self-regulation is a generalized capacity; planning and goal-directed behaviors developed in personal and academic spheres naturally spill over to improve workplace functioning (Bedi & Sass, 2023; Trentepohl et al., 2022). This further supports boundary management models, which show that individuals who effectively manage boundaries between work and study roles achieve higher occupational self-efficacy, better well-being, and more optimistic career expectations (*Frontiers in Psychology*, 2023). Conversely, disorganization or a lack of structured planning in non-work domains increases time pressure and role conflict, depleting the psychological resources necessary for optimal task performance (*Frontiers in Psychology*, 2023; Patzak et al., 2025).

Time Management Strategies

The study identifies Academic Time Management as the highest-rated dimension, indicating that students consistently approach their studies with structured planning and prioritization, a finding supported by participants' relatively homogeneous responses. This purposeful engagement aligns with research by Hardiningrum and Mukhlis (2023) and Trentepohl et al. (2022), who emphasize its role in shaping student organization, as well as findings from Candelasa et al. (2024) regarding its positive impact on preventing academic decline. Work-Related Time Management ranks second among the most prominent indicators, reflecting a generally favorable disposition toward handling professional duties. This positive outlook aligns with studies by Jeeva and Joseph Antony (2025) and Syaputra (2025), which highlight how structured planning and temporal flexibility foster active coping mechanisms for working students. In contrast, Personal Time Management emerged as the lowest-rated dimension among the strategies, with significant variability among participants. While Holili et al. (2024) and Jeeva and Joseph Antony (2025) emphasize the importance of developing advanced organizational skills out of necessity, the current findings suggest that personal schedule allocation remains inconsistent. Creed et al. (2023) further contextualize this issue, observing that balancing multiple competing roles can strain personal schedules and ultimately challenge the maintenance of consistent personal routines.

Work Performance

The Task Performance index emerged as the highest-rated dimension of work performance, reflecting strong commitment to core job duties, as corroborated by Bedi and Sass (2023) and Patzak et al. (2025). This is closely followed by Contextual Performance, both of which demonstrate that students utilize organizational citizenship and supportive behaviors primarily to facilitate workplace productivity and assist colleagues, as supported by Abun et al. (2022) and Claessens (2004). These findings collectively suggest a consistent pattern in which working students prioritize professional execution and cooperative workplace tasks over other daily activities. Conversely, Counterproductive Work Behavior was assessed at a moderate level, indicating that the impacts of negative workplace actions remain varied across the student population. Research by Creed et al. (2023), Ong et al. (2025), and Candelasa et al. (2024) highlights the complex, dual-natured role of workplace dynamics: supporting task efficiency while posing potential risks when external stress arises. Finally, the overall integration of performance dimensions indicates that positive work behaviors result from a balanced combination of task execution and contextual support, while negative behaviors are largely driven by external environmental factors rather than individual temporal regulation.

Conclusion

Based on this study's findings, several key conclusions and implications emerged. The level of time management strategies among college working students in Davao City was rated high, indicating that academic time management, work-related time management, and personal time management are frequently demonstrated. However, personal time management was comparatively lower, suggesting that while students generally show positive scheduling and planning behaviors, their personal time allocation remains somewhat variable. In addition, the level of work performance among college working students was rated high overall. This indicates that although task performance and contextual performance are exceptionally high, aspects such as counterproductive work behavior remain moderate, reflecting strong professional execution balanced with manageable external workplace pressures.

Furthermore, we found significant positive linear relationships between time management strategies and work performance dimensions, indicating a moderate to strong positive correlation. Likewise, individual regression analyses showed that academic time management, work-related time management, and personal time management all significantly and positively predicted work performance. These results suggest that time

management strategies are closely associated with students' occupational success, with academic and personal time management demonstrating particularly strong predictive weights.

In addition, Self-Regulation Theory and related role theories support these findings by emphasizing that consistent planning, structured scheduling, and appropriately managed temporal routines enhance workers' productivity and professional execution through improved self-monitoring and adaptive coping. Furthermore, time management strategies significantly influence working students' overall work performance, highlighting that established organizational routines and positive temporal practices play a crucial role in maintaining workplace efficiency. In contrast, counterproductive work behaviors were not significantly correlated with individual time-management subscales, suggesting that negative workplace actions are driven more by external factors such as organizational environments and job stress than by individual time regulation.

Contributions of Authors

- Author 1:** Played a key role in developing and refining the study's theoretical framework and performed the comprehensive statistical analysis of the research data. He provided essential academic oversight, led the development of the discussion and conclusion sections, and guided the research toward its successful completion.
- Author 2:** Involved in data collection, organizing and validating statistical outputs, and evaluating how the data were presented. She contributed to the precision and coherence of the results section, supported the initial analysis and interpretation of significant findings, and conducted an extensive review of relevant literature to support the study's conceptual foundation.
- Author 3:** Led the data collection process. She administered the distribution of research instruments, coordinated with respondents, and ensured that data were handled in accordance with ethical standards. She also helped collect and organize research data, verify the accuracy of the analyzed results, and identify relevant literature to strengthen the theoretical framework.
- Author 4:** Served as the primary editorial reviewer for the manuscript. She played an active role in strengthening the paper's structure and depth. She provided critical feedback on the structure and academic tone, offering comprehensive grammatical comments and suggestions that significantly improved the paper's overall quality and clarity.

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Conflict of Interests

There is no conflict of interest.

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