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Time Management Strategies of Working Students

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ABSTRACT

The study aimed to determine the time management strategies of the working students in terms of work related, academic related, and personal. A total of 60 working students from Southern de Oro Philippines College comprised the respondents of the study using the purposive sampling and snowballing technique to identify them. The researchers employed the descriptive correlational design with questionnaire checklist as the main tool in gathering the necessary data. Frequency, percentage, and Pearson Product Moment Correlation Coefficient were the statistical tools in the study. Results revealed that the majority of the working students were on their early adulthood, female, and single. Work related time management strategies obtained the highest mean rating while academic related time management got the lowest mean rating. Civil status is significantly related to time management strategies while age and gender were not significantly related with time management strategies. If possible, the working students may enhance their academic related time management by being more organized and setting priority with their subject requirements such as submission of academic related outputs on time.

Keywords: *time, management, working, student*

INTRODUCTION

Education is very important in every individual. The level of education a person has unquestionably impacts their quality of life. Education enhances information and skills while also fostering the growth of the personality and attitude. Most significantly,

education affects people's prospects of finding work. A person with a lot of education is usually quite likely to land a decent career. In fact, Filipino families place a high value on children's educational achievement. Filipino parents place a high priority on their children's education, and children in turn see academic success as a way to fulfil their filial obligations. In Filipino families, there is such interdependence that decisions and actions related to education have a greater impact on the welfare of the family than the well of the Individual. (Alampay & Garcia, 2019).

It has been said that the hindrance to education is poverty. Well, it is not the trend nowadays Philippine government offers various scholarships that a student can avail. Several government entities grant scholarships to Filipino students. Namely; The Department of Science and Technology (DOST); Commission on Higher Education (CHED); Landbank; Overseas Workers Welfare Administration (OWWA), and Government Service Insurance System (GSIS). This is why students cannot say that they cannot pursue their education because of poverty. Opportunities are already given by the government. All they have to do is to grab it and dare to act Poverty will never become a hindrance to education when a person is determined (Nguyen, 2022).

Time management is the ability of a person to balance things happening in their lives it has a significant impact on the lives of the students especially for those who are working. Sometimes they lack the supervision of parents and teachers, and they work due to financial reasons. Moreover, the successful management of time has been emphasized throughout history and has also been seen as the secret to success (Pugh & Nathwani; 2017 Nasrullah & Khan, 2015). Frederick Winslow Taylor developed the idea of employing time management to examine employee time and motion studies in an effort to reduce time-wasting and wasteful labor. For high performance in this cutthroat era, organizations and directors place a strong emphasis on looking for time management tools (Kumar & Aithal, 2019)

Moreover, it has been suggested that time management skills be developed beginning in the undergraduate years. Another definition of time management is a type of self-management that places a strong emphasis on timing when deciding what to do, In addition (Coleman, 2020), demonstrated that working students have slightly lower grade point averages than non-working students. But some of the researchers found out that having a part time job could increase the academic performance of a student especially the working skills, responsibility, punctuality, and build self-confidence. In contrast, critics have argued that employment, as it occurs now (in fast-food restaurants, grocery stores, retail stores, and so forth), does not educate or properly prepare students or for adult occupational roles fails to development necessary for adult employment or faster the psychological maturity.

Thus, every learner specially the working students should be familiar with the art of time management for the benefit of improvement (Broadbent, 2017). They struggle as a result of their inadequacy in both the household and academic undertaking. In this regard, the majority of learners encounter problems like errand vulnerability and repugnance, leading them to start stalling their time management abilities.

The purpose of this research was to look into how the working students in Southern de Oro Philippines College manage their time and their academic endeavors. Further, the researchers would like to find out how the student- respondents balanced their time between their work and studies. Thus, this study was conceived.

FRAMEWORK

This study was anchored on the Pickle Jar Theory of Jeremy Wright (2018) will help individual to visualize priorities as well as the amount and size of tasks that can be done realistically (Klim, 2019). It also talks of the approach that will make one manage his time which will make him do well in his academic performance (Okorie, 2016). He uses the analogy of an empty jar to think about how an individual make use of available foxed amount of time on a daily basis. Those approach will make students better learn on how to manage their time and use it appropriately in beneficial activities. Pickle Jar Theory believes in scale of preference. It entails that making plans for all activities and arranging them according to the most pressing ones can help them to get important work done while still leaving time for the small things that make life fun. The theorist viewed that if students should plan and make thoughtful decision in the use of their time schedule, they can get important works done while still leaving time for other small activities.

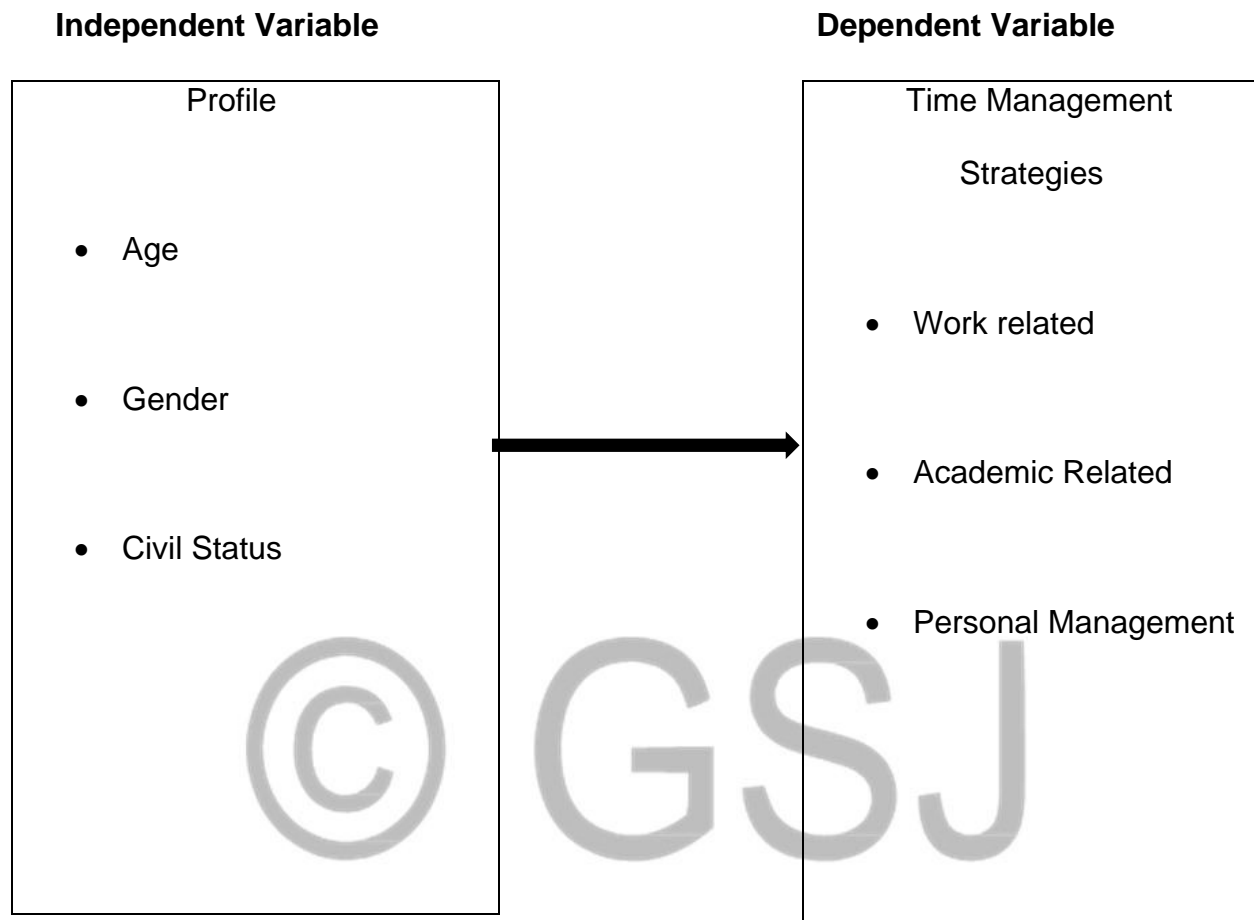
In addition, people who never learn how to manage their time well often have a hard time. They miss out on personal events, work opportunities, and classes that could advance their careers (Curtis, 2021) According to Logsdon, 2020, the problem is not a lack of time spell out how people manage the time that matters the most. Student who are more effective in managing their time tend to perform better academically and experience less anxiety, but many students struggle to maintain the balance between their studies and their daily life.

Furthermore, the basic understanding of time according to Nweze (2017) is that time is a unique resource and inelastic. While everybody shares equal amount of time resource, the difference lies in the way each person manages it. Pickle jar theory empathized that no time management should be without balance. The theorist viewed that time management balances all activities one engages himself with, and that students should ensure the time should first be allotted to the most important needs before the less important ones. Knowing that you have completed your assignments and required outputs and meet their deadlines can make students less feel guilty about taking off sometime for their self (Academic Advising and Carrier Centre, 2020). According to Karim (2019), if students want to be successful in their life, they must manage their time effectively. The theory stresses that if students should make time, for everything and everything simply sits well where it supposed to be, there will be balance in time management.

Therefore, time management is like keeping diary that schedules the persons time in terms of keeping track of daily plans and activities. Any high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time (Alay Kocak 2016). For school institution, students who managed their time effectively would do better in academic performance. On the other hand, when students' fail to plan or cannot manage their time well, it could lead to unproductivity and poor performance in their academic (Okorie, 2016). Clearly, time management is quite essential to a student, and it is one of the keys to higher academic achievements (Kelly, 2017).

In this study, the variables were categorized into independent and dependent. The independent variables are the demographic profile of respondents in terms of age, gender and civil status, and time management of strategies in terms of work time management, academic time management and personal time management.

SCHMATIC DIAGRAM OF THE STUDY



STATEMENT OF THE PROBLEM

This study attempted to determine the Time Management Strategies of the working students during the Academic Year 2022-2023 Specifically, it answered the following questions.

1. What is the Profile of the respondents in term of:
 - 1.1 Age
 - 1.2 Gender, and
 - 1.3 Civil Status?
2. What is the level of time management strategies of the working students in terms of:
 - 2.1 Work Related Time Management
 - 2.2 Academic Related Time Management and

2.3 Personal Management?

3. Is there a significant relationship between the time management strategies and the demographic profile of the respondents?

RESEARCH DESIGN

This study used descriptive correlational design. Descriptive correlational design since this research correlates the Time Management and Academic Performance of Working Students. This aimed to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2019). In correlational research, two variables such as demographic profile and academic performance of working students are e studied to establish their relationship.

RESEARCH SETTING

The study was conducted during School Year 2022-2023 at Southern de Oro Philippines College located at Julio Pacana, Street, Licuan, Cagayan de Oro City province of Misamis Oriental. Southern de Oro Philippine College is located at Julio Pacana Street 9000 Cagayan de Oro, Misamis Oriental, Philippines. The program offered of Southern de Oro Philippines College are Kindergarten, Elementary, Junior high School, Bachelor of Science in Accountancy, Bachelor of Science in Information Technology, Bachelor of Elementary Education, Bachelor of Secondary Education, Certificate of Professional Teaching (PROF ED), Bachelor of Science in Criminology, Bachelor of Science in Hospitality Management, Bachelor of Science in Business Administration, Bachelor of Science in Entrepreneurship. Bachelor of Arts major in English, Bachelor of Arts Major in Economics, Master of Arts in Education Management, Master of Arts in Secondary Education and Caregiving NC II.

PARTICIPANTS AND SAMPLING PROCEDURE

The respondents of the study were the working students at Southern de Oro Philippines College during the School Year 2022-2023 located at Julio Pacana Street Cagayan de Oro City, Philippines. A total of 60 working students of Southern de Oro Philippines College composed of different departments 14 from Information Technology Department. 9 from Business Administration Department. 8 from Criminology Department, 28 from Education Department, and 1 from Hospitality and Tourism Management Department.

The participants of this research were determined through purposive sampling and snowballing According to Arikunto (2016), purposive sampling, is the method of picking a sample by taking a subject that is not based on the level, but rather on the specific. It is where a researcher selects a simple based on the needs about the study.

RESEARCH INSTRUMENT

The researchers made used of a researcher-made questionnaire with the help of the research instructor. It was composed of two parts. The first part sought to determine

the demographic profile of the working students such as age, gender, and civil status. The second part sought to find out the level of time management of the working students in terms of work related, academic related, and personal.

STATISTICAL TREATMENT

To acquire better understanding of the data the following tools were used: Frequency and percentage distribution for Problem 1. Problem 2 used mean and standard deviation to determine the time management strategies of the working students and Pearson Product-Moment Coefficient of Correlation was employed to determine the significant relationship between the demographic profile and the time management strategies of the working students.

RESULTS AND DISCUSSION

Problem 1. What is the profile of the working students in terms of

- 1.1 age:
- 1.2 gender, and
- 1.3 civil status?

Table 1

Demographic Profile

| Variables | Frequency | Percentage |
|---------------------|-----------|------------|
| Age | | |
| Below 20 | 3 | 5.0 |
| 20-22 | 17 | 28.3 |
| 23-24 | 18 | 30.0 |
| 25 and up | 22 | 36.7 |
| Total | 60 | 100 |
| Gender | | |
| Male | 22 | 36.7 |
| Female | 38 | 63.3 |
| Total | 60 | 100 |
| Civil Status | | |
| Single | 49 | 81.7 |
| Married | 11 | 18.3 |
| Total | 60 | 100 |

Table 1 reveals the demographic profile of the respondents in terms of age, gender, and civil status. It can be deduced from the table that majority of the respondents fall under the age bracket 25 and up with a frequency of 22 or 36.7 percent, 18 or 30.0 percent under the age bracket 23-24, the age bracket 20-22 got a frequency of 17 or 28.3 percent, and the age bracket 20 and below got a frequency of 3 or 5.0 percent. This

means that majority of the respondents are in their early adulthood stage. It is not too late for them to pursue college. It is worth the time, because the benefits last a lifetime (Arnett, 2017).

As regards to gender, majority of the respondents are female with a frequency of 38 or 63.3 percent and 22 or 36.7 percent are males. This implies that female have a higher drive to obtain a degree since more of them are working and compared to men, aspired to get a degree at the same time. The results of the study by Antipolo (2021), which showed that there are more female working students than male working students, are consistent with the findings.

In terms of civil status, majority 49 or 81.7 percent are single and 11 or 18.3 percent are married. In this view the greater working number of students in this institution are single. Working college students should think about opting to remain single in order to make the most of their limited free time and to have more opportunities for personal development. Less students who are married and employed at this college do so since they may not have enough time for coursework. Some of them put their families first.

In this study, it was discovered through verbal responses of the respondents that students in college choose to work while studying for several reasons, including to support their underprivileged family, sustain their essential living and scholastic expenses for their dreams of having a better life; and to demonstrate to others that poverty is not a barrier to successfully achieving goals (Abenoja, 2019).

Problem 2. What is the level of time management strategies of the working students in terms of:

- 2.1 Work Related Time Management;**
- 2.2 Academic Related Time Management; and**
- 2.3 Personal Management?**

Table 2

Work Related Time Management Strategies

| Indicators | Mean | SD | Description | Interpretation |
|--|------|------|----------------|-------------------------|
| 1. I only work as much as I need | 3.33 | 0.75 | Strongly Agree | Always Practiced |
| 2. I set quality work, but not protection | 3.32 | 0.59 | Strongly Agree | Always Practiced |
| 3. I try to complete task before going on the next | 3.47 | 0.65 | Strongly Agree | Always Practiced |
| 4. I prioritize important and urgent task | 3.62 | 0.61 | Strongly Agree | Always Practiced |
| 5. I use break time creatively when fatigued on a given task | 3.08 | 0.85 | Agree | Almost Always Practiced |
| 6. I focus on results, not on the amount of effort I exerted | 3.22 | 0.78 | Agree | Almost Always Practiced |
| 7. I keep my workspace tidy that I can work efficiently | 3.48 | 0.62 | Strongly Agree | Always Practiced |
| Overall Mean | 3.35 | 0.69 | Strongly Agree | Always Practiced |

Note: 3., 26-4.0 Always Practiced; 2.51-3.25 Almost Always Practice; Rarely Practiced; 1.0-1.75 Always Never Practiced

Table 2 shows the work-related time management of the working students. It can be noted in the table that five of the indicators got an interpretation of always practiced and only two indicators with an interpretation of almost always practiced. This suggests that the working students always practiced almost all the indicators of work-related time management as disclosed by the overall mean of 3.35 with a standard deviation of 0.69 described as strongly agree and interpreted as always practiced. This means that the

working students managed their time properly between their work and studies. This follows with a study by Khanam (2017) that found working students balanced their time between work and school.

It can also be observed in the table the indicator rated high by the working students. The indicator, I prioritize important and urgent tasks, got the highest mean with a rating of 3.62 and a standard deviation of 0.61 described as strongly agree and interpreted as always practiced. This means that one of the strategies used by the working students in managing their time is to prioritize deciding what order tasks should be completed based on their importance. The result, find support to the study conducted by Khanam, et al. disclosing that prioritization was one of the highest rated time management strategies by the respondents of their study.

Furthermore the data imply that the participants always do things according to their importance or urgency. This result is in lined with an article written by (Dierdorff 2020) in which constant practice of good time management skills will make things easier especially in dealing with overwhelming situations Time management skills have always been the best secret weapon of survival and time success

On the other hand, the indicator, I use break time creatively when fatigued. on a given task obtained the lowest mean rating among the seven indicators with a mean rating of 3.08 and a standard deviation of 0.85 described as agree and interpreted as almost always practiced. This means that the respondents occasionally observed creative time breaks when they were given a task. They wanted to finish the task sacrificing their time break just to accomplish the task on hand. According to the Time Management Training Institute (2020) one of the key elements in time management is being able to boost one's mind by taking breaks from whatever he is doing. He must develop a planned routine that includes regular times for getting away from the task at hand and recharge his mind.

Table 3

Academic Related Time Management

| Indicators | Mean | SD | Description | Interpretation |
|---|------|------|----------------|-------------------------|
| 1. I make use of my break time in doing my assignment, projects and reviewing my lessons. | 3.27 | 0.71 | Strongly Agree | Always Practiced |
| 2. I stay focus on class and try to learn the material I am studying. | 3.33 | 0.63 | Strongly Agree | Always Practiced |
| 3. I schedule a designed study time. | 3.24 | 0.70 | Agree | Almost Always Practiced |
| 4. I make sure I am studying the appropriate amount. | 3.22 | 0.72 | Agree | Almost Always Practiced |
| 5. I accomplish my assignments and reports on time. | 3.02 | 0.75 | Agree | Almost Always Practiced |
| 6. I organize my work to meet deadlines in good time. | 3.28 | 0.64 | Strongly Agree | Always Practiced |
| 7. I set deadlines for activities. | 3.32 | 0.54 | Strongly Agree | Always Practiced |
| 8. I use highlighter pens to emphasize key facts in my lecture notes. | 3.02 | 0.77 | Agree | Almost Always Practiced |
| Overall Mean | 3.21 | 0.68 | Strongly Agree | Always Practiced |

Note: 3., 26-40 Always Practiced; 2.51-3.25 Almost Always Practice; 1.76-2.50 Rarely Practiced; 1.0-1.75 Almost Never Practiced

Table 3 reflects the academic related time management skills of the respondents. It can be observed in the table that the respondents always observed academic related time management skills as revealed by the overall mean rating of 3.21 with a standard deviation of 0.68 described as strongly agree and interpreted as always practiced. This means that the working students are able to balance their time between their work and studies. Further, they did not sacrifice their academic undertakings over their work. They have the passion to finish the degree program that they are currently pursuing Rimando (2019) stressed that education is the key to get success in life. It is a way to know about various skills and enables a person to differentiate between good and bad Moreover, education has the power to change someone's life. It empowers the person to think better, enhances their thinking ability, and they get things in a creative way. Finally, education is a road map that leads individuals toward their destination.

The table also shows the indicator rated highest by the respondents The indicator, I stay focus on class and try to learn the material I am studying obtained the lowest mean rating among the eight indicators with a rating of 3:33 and a standard deviation of 0.63 described as strongly agree and interpreted as always practiced. This implies that the working students are goal-oriented and determined to learn despite of their other responsibilities. More so, they are intrinsically motivated to learn, committed, and firm to finish their course Lancaster (2020) pointed out that intrinsic motivators have a profoundly greater effect on engagement, it is through intrinsic interests that people achieve great things.

Table 4
Personal Time Management

| Indicators | Mean | SD | Description | Interpretation |
|---|-------------|-------------|-----------------------|--------------------------------|
| 1. I do not skip meals | 2.77 | 0.91 | Agree | Almost Always Practiced |
| 2. I find to socialize with my peers, friends, and acquaintances | 2.98 | 0.82 | Agree | Almost Always Practiced |
| 3. I find positive ways to alleviate stress when I start feeling overwhelmed. | 3.22 | 0.69 | Agree | Almost Always Practiced |
| 4. I ask for help when its necessary | 3.33 | 0.66 | Strongly Agree | Always Practiced |
| 5. I take a positive attitude towards frustrations and failures | 3.27 | 0.80 | Strongly Agree | Always Practiced |
| 6. I set myself realistic and achievable goals | 3.47 | 0.62 | Strongly Agree | Always Practiced |
| 7. I review my progress towards goals and revise my plans as appropriate | 3.38 | 0.59 | Strongly Agree | Always Practiced |
| 8. I preserve when things are not working out | 3.38 | 0.59 | Agree | Almost Always Practiced |
| Overall Mean | 3.22 | 0.71 | Strongly Agree | Almost Always Practiced |

Note: 3., 26-4.0 Always Practiced; 2.51-3.25 Almost Always Practice; 1.76- 2.50 Rarely Practiced; 1.0-1.75 Almost Never Practiced

Table 4 shows the personal time management strategies of the working students. It can be observed in the table that the working students always observed personal time management as disclosed by the overall mean of 3:22 with a standard deviation of 0.71 described as agree and interpreted as almost always practiced. This means that the working students have the ability to balance their time between their work, academic

obligations, and personal needs and concerns. This collaborated with what Balacuit and Lopio (2022) stressed that working students often discover creative solutions to problems while encountering and facing a variety of obstacles for them to manage their time effectively.

Furthermore, the table also presents the highest rated indicator. Indicator, I set myself realistic and achievable goals, obtained the highest mean of 3.47 and a standard deviation of 0.62 described as strongly agree and interpreted as always practiced. This means that the working students are goal did and intrinsically motivated to reach their goals in life. Further, this implies that they are determined to finish their degree in the near future. Intrinsically motivated people stay engaged for longer. They find personal satisfaction in their work which carries them through even the toughest challenges (Perry, 2022).

Lastly, the table also presents the lowest rated indicator by the respondents Indicator, I do not skip meals, got the lowest mean rating of 2.77 with a standard deviation of 0.91 described as agree and interpreted as almost always practiced. This means that the working students always observed healthy habit of not skipping their meals. More so, they are aware that health is wealth and if they do not have sound health their work and studies may be compromised Skipping meals is not a good practiced. A 2018 study published in International Journal of Environmental Research and Public Health found adolescents who skipped breakfast were more likely to experience stress and depression than those who regularly ate breakfast (Ball, 2020).

Table 5

Summary

| Time Management | Mean | SD | Description | Interpretation |
|------------------------|-------------|-------------|-----------------------|-------------------------|
| Work Related | 3.35 | 0.69 | Strongly Agree | Always Practiced |
| Academic Related | 3.21 | 0.68 | Strongly Agree | Always Practiced |
| Person | 3.22 | 0.71 | Strongly Agree | Always Practiced |
| Overall Mean | 3.26 | 0.69 | Strongly Agree | Always Practiced |

Note: 3., 26-4.0 Always Practiced; 2.51-3.25 Almost Always Practice; 1.76-2.50 Rarely Practiced; 1.0-1.75 Almost Never Practiced

Table 5 reflects the summary of time management of the working students. It can be infer from the table that the working students always observed these strategies as revealed by the overall mean of 3.26 and a standard deviation of 0.69 described as strongly agree and interpreted as always practiced. This means that they applied the three time management strategies to balance their time in their work, academic undertakings, and even in their personal life. Further, the table shows the dimension of time management, which is rated highest by the respondents. Work related, obtained the highest mean rating of 3.35 with a standard deviation of 0.69 described as strongly agree and interpreted as always practiced. On the other hand, Academic related, got the lowest mean rating among the three dimensions with a mean rating of 3 21 and a standard deviation of 0.68 still having a description of strongly agree and interpreted as always practiced. This implies that the working students have multiple time management strategies to ensure that they can cope with the demands of their work and academic

endeavors. They are adaptable and persistent in the face of adversity (Tus et al. 2022). These working scholars are fighters who continue striving for their scholastic visions to earn a degree despite the challenges of both work and studies.

Problem 3. Is there significant relationship between the time management strategies and the demographic profile of the respondents?

Table 6

Correlation Analysis

| Variable | r-value | p-value | Decision on Ho | Interpretation |
|--------------|---------|---------|----------------|-----------------|
| Age | 0.012 | 0.928 | Accepted | Not Significant |
| Gender | 0.164 | 0.209 | Accepted | Not Significant |
| Civil Status | 0.112 | 0.001 | Rejected | Significant |

correlation is significant at the 0.01 level (2-tailed)

Table 6 reflects the correlation analysis between time management strategies and the demographic profile of the respondents. It can be inferred from the table that only civil status is significantly associated with time management strategies. Further, this suggests that civil status can cause disparity on how a person manages his or her time. Therefore, the null hypothesis is rejected for this reason.

On the contrary, age with r-value=0.012 and p-value=0.928>0.05 and gender with r-value=0.209 are not significantly related.

CONCLUSIONS

Based on the significant findings of the study the following conclusions were derived:

1. In this study the female working students dominated over their male counterpart.
2. Work related is the dominant time management practiced by the working students.
3. Civil status has a negligible association with time management strategies. On the other hand, age and gender are not statistically related with time management strategies.

RECOMMENDATIONS

The following recommendations are offered based on the findings and conclusions of the study.

1. If possible, the working students may enhance their academic related time management by being more organized and setting priority with their academic requirements such as submission of academic related outputs on time.
2. The married working students can enhance their time management strategies by setting priority on their work, studies, and personal life.
3. Regardless of marital status the working students can seek help and support from their immediate family members in times when they are already exhausted to maintain their mental, social, emotional wellbeing

4. Further studies may be conducted with wider scope and other variables to validate or refute the outcomes of this study.

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