

Overcoming Academic Workload: Time Management Strategies of STEM 11 Students

Raymark Anthony P. Saluria^{1*}, Gleine Unto, Andrea¹, Andrea Kharille C. Cautivar^{1,2}, Djieg Marithe J. Labe^{1,3}, DCL Daryn Antonio^{1,4}, Hope Cherylann A. Solamillo^{1,5}

¹St. Louis School of Don Bosco, Inc., Negros Oriental, Philippines

*raymarksaluria@slsdb.edu.ph, ²andreakharillecautivar@slsdb.edu.ph, ³djiegmarithelabe@slsdb.edu.ph,

⁴dcldarynantonio@slsdb.edu.ph, ⁵hopecherylannsolamillo@slsdb.edu.ph

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ABSTRACT

This research examined the application of time management strategies among Senior High School students in the STEM strand in overcoming their academic workload. A qualitative research approach was employed, focusing on STEM students enrolled at St. Louis School of Don Bosco during the school year 2025–2026. The study utilized a purposive sampling design, and data were collected through interviews and analyzed using Colaizzi's method of data analysis. Findings revealed that students face challenges in balancing academic priorities, often feeling overwhelmed, engaging in procrastination, and being distracted by technology. Despite these difficulties, some students cope effectively by employing planning and time management strategies to organize and complete their academic responsibilities. By examining these strategies, the study provides insights that can help students enhance their productivity,

well-being, and overall academic performance.

Keywords: Academic Workload; Procrastination; Qualitative Research; Strategies; Time Management

INTRODUCTION

Time management is the systematic practice of planning, organizing, and regulating how time is allocated to different tasks in order to enhance productivity, efficiency, and goal accomplishment (Lutkevich & Wigmore, 2023; Zoloth, 2023). It is known that time management strategies in overcoming academic workload have been substantially studied, but most studies are under the quantitative type of research wherein surveys are used as their method of data collection, and they focus on college students and their strategies, leading to a gap in knowing how Senior High School (SHS) STEM 11 students allocate their time. This study evaluates how SHS STEM 11 students in Saint Louis School of Don Bosco manage their time when faced with difficulties they experience in school. By tackling this research gap, the results seek to inform SHS STEM 11 students of the time management strategies that can help them schedule and organize their tasks in addressing academic workload. Ultimately, this would lead to students' development in self-discipline and prioritization involving the management of their time, preparing them for real-world scenarios in college and further on in life.

Time management strategies are significant for students around the world as they help improve academic performance, increase study engagement, and support students in managing demanding academic workloads (Fu et al., 2025; Liu et al., 2024; Alyami et al., 2021). Effective time management enables students to organize their academic responsibilities, reduce pressure from multiple requirements, and maintain consistent productivity. In the Philippine context, studies show that senior high school STEM students experience heavy academic workloads and depend on time management to complete tasks and sustain academic performance (Jayme et al., 2023; Ebol,

2024; Mariano et al., 2022). Even with all these findings, there is still much to find in how Grade 11 STEM students overcome academic workload using practical time-management strategies, making the present study essential in providing a clearer understanding of the strategies students use to manage their academic demands effectively.

The goal of this study is to identify effective time management strategies that may assist upcoming STEM students in managing academic workload. The STEM strand involves academic requirements that require students to handle multiple tasks and responsibilities within limited time. Without appropriate time management, these demands may affect students' ability to complete academic requirements efficiently. This study seeks to determine strategies that can be used to organize tasks, set priorities, and manage time effectively. The findings are expected to provide a basis for future students, educators, and school administrators in developing appropriate support and academic practices.

Literature Review

Time Management

Time management refers to intentionally planning and regulating how you spend your time on different activities in order to work more efficiently. This includes practices like setting deadlines, creating to-do lists, and motivating yourself with small rewards after completing tasks (Coursera Staff, 2025). It is a structured process that allows individuals to organize their daily activities in a way that maximizes productivity and ensures that tasks are completed within the allocated time. According to Lutkevich and Wigmore (2023), effective time management enables individuals to accomplish more meaningful work in less time while improving the quality of the outcomes.

Zoloth (2023) explains that time management involves several components, including planning, organizing, prioritizing, and monitoring how time is spent. These processes help maintain focus, reduce wasted hours, and support a balanced approach to managing work and personal responsibilities. Effective time management also involves setting clear goals, breaking them down into smaller, manageable tasks, and allocating specific time blocks to complete these activities. In addition, it requires identifying and minimizing habits that hinder productivity, such as procrastination and multitasking. By applying these practices, individuals can better control their use of time and respond systematically to different tasks and demands (Coursera Staff, 2025).

Time management is a skill that enables individuals to use their time efficiently and effectively to complete tasks, meet deadlines, and achieve set objectives. By prioritizing activities based on their importance and urgency, creating schedules, and monitoring progress, individuals can enhance their productivity and manage responsibilities in a more organized manner (Coursera Staff, 2025; Lutkevich & Wigmore, 2023; Zoloth, 2023).

Importance of Time Management

Keiling (2025) posits that effective time management is an important professional skill to master since it helps you achieve important objectives and grow in your profession or strand. Similar to this, knowing about time management strategies will keep your daily duties organized and make efficient distribution of time among multiple tasks a good habit (Keiling, 2025; MIT ACSA, 2025).

Time management is a vital skill that plays an important role in academic performance, professional development, and personal well-being. Effectively organizing and prioritizing tasks allows individuals to manage responsibilities efficiently, meet deadlines, and monitor progress toward their goals. This skill also helps reduce stress and pressure by ensuring that time is distributed wisely among various activities. In addition, strong time management supports a healthier balance between work or school demands and personal life, providing more opportunities for rest and leisure. Over time, these benefits contribute to increased productivity, sustained motivation, and a reduced risk of stress-related burnout (Keiling, 2025; MIT ACSC, 2025; TEG London, n.d.).

Common Time Management Strategies among Students

According to Raj and Ganguly (2025), students can enhance their time management abilities by learning to organize their activities and establish a schedule with clear and feasible goals. By prioritizing their tasks, students can concentrate better and minimize wasted time. Apps such as planners or digital calendars can help students in keeping track of deadlines and assessing their progress. To manage these skills, students should engage in regular practice and maintain self-discipline while staying motivated through reward systems for completing tasks and regularly reviewing their progress (Aurora Training, 2024).

Collège Champittet (2024) posits that mastering time management allows students to boost their productivity and establish effective study habits that further both academic and personal growth. By learning to plan their time wisely, students can create a balanced lifestyle that reduces stress and burnout while preparing them for long-term professional success. This essential skill ultimately empowers individuals to reach their full potential by aligning their daily actions with their most important life objectives.

Factors Affecting Time Management

Distractions, mindset, and planning errors are consistently identified as major factors that weaken students' time management. Frequent use of phones and gadgets for texting, watching videos, browsing social media, or listening to music while studying pulls attention away from academic tasks, making it difficult for students to maintain focus and use their study time efficiently; limiting these distractions through measures like turning devices off, enabling "Do not disturb," or closing unrelated applications can significantly improve concentration and time use (Tamar, 2022).

According to Pons (2024), a lack of awareness about effective time management also contributes to problems, as students who do not understand how to structure their schedules often end up with disorganized routines, uneven distribution of tasks, and overly tight plans that raise stress levels and make it harder to meet deadlines.

Raj (2025), in an article entitled "7 Importance of Time Management for Students: Manage Time Well", argues that habits such as procrastination, overscheduling, not setting clear boundaries, and failing to account for breaks or unexpected events further undermine students' efforts to manage their time, showing that both external interruptions and internal behavior patterns play a crucial role in how effectively they handle their workload.

Impact of Academic Workload on Students

Sunshine City Counseling (2025) posits that continuous deadlines, high expectations, and increasing academic demands often lead to stress, anxiety, and emotional exhaustion among students. As coursework intensifies and students attempt to meet multiple expectations simultaneously, many find it challenging to maintain focus and manage their responsibilities effectively. Ephraim (2024) adds that juggling multiple tasks, such as assignments, projects, exams, and extracurricular activities, intensifies both cognitive and emotional fatigue. Reedley International School (2022) and Perdikoulis (2024) further highlight that students in STEM programs face additional pressure due to the rigorous and interdisciplinary nature of their curriculum, which requires mastery of multiple complex subjects and adherence to strict deadlines (Raj, 2025).

Prolonged exposure to excessive academic demands can result in burnout, a state characterized by fatigue, mental exhaustion, detachment from studies, and a reduced sense of personal accomplishment (MercoPress, 2026). Students experiencing burnout may report difficulty concentrating, racing thoughts, irritability, and fear of falling behind, which can negatively affect both academic performance and overall well-being. Moreover, ineffective time management, procrastination, and inadequate prioritization further exacerbate the effects of heavy workloads, making tasks feel even more overwhelming and reducing academic motivation (Pons, 2024; Raj, 2025). The cumulative impact of multiple courses, collaborative projects, and extracurricular activities creates a persistent sense of pressure. Each subject often has its own set of requirements, such as readings, assignments, and assessments, which compete for limited available time (Ephraim, 2024). Extracurricular commitments, while valuable for personal growth, add additional layers of demand, making it essential for students to develop strong

organizational and planning skills. Without these skills, students may struggle to balance the competing demands of their academic and personal lives, leaving them more vulnerable to stress, fatigue, and emotional exhaustion (Sunshine City Counseling, 2025; MercoPress, 2026).

Effects of Time Management on Students' Workload

An article entitled "Work, Rest and Play: The Benefits of Time Management for Students," conducted by Collège Champittet (2024), concurs that students are in a strong position for future success if they gain proficiency in time management. They affirm that students may increase their productivity, form excellent study habits, and establish a balanced lifestyle that supports academic development by knowing how to effectively manage their time. Sologenius (2024), in the blog "Time Management for Students Research: Academic Performance Impact," asserts that making use of time management strategies enables students to organize and prioritize assignments and effectively meet teacher deadlines. Furthermore, he highlights that students are better able to prepare, create a good impact, meet deadlines, avoid procrastination, and succeed.

Collège Champittet (2024) and Sologenius (2024) concur that successfully managing time in academics can also result in personal development of time management and greater awareness in students' daily lives, not just in school. Raj (2025), in the blog entitled "7 Importance of Time Management for Students: Manage Time Well," stresses that the consequences of using time management strategies include students performing better by giving them enough time to study, do homework, and be ready for tests. Effective time management has significant positive effects on students' academic performance and overall development. When students manage their time well, they are better able to prepare for classes, complete assignments on time, and study effectively for examinations, which leads to improved academic outcomes. It also reduces procrastination and stress, allowing students to stay focused, organized, and motivated throughout the school term. Moreover, strong time management skills enable students to balance their academic responsibilities with personal life and extracurricular activities, contributing to a healthier and more sustainable routine. Over time, these effects help students develop productive study habits, maintain consistency in meeting deadlines, and build essential skills that support long-term success in both education and future careers (Raj, 2025; Collège Champittet, 2024; Sologenius, 2024).

Educational Implications of Time Management

As learners navigate their responsibilities, from assignments to extracurriculars, thoughtful planning becomes crucial. Adept time management not only ensures academic success but also fosters productivity and goal attainment, contributing to a well-rounded lifestyle (Cambrilearn, n.d.). According to Collège Champittet (2024), our students may strike a good balance between their personal and academic life by learning the skill of time management. Better wellbeing, lower stress levels, and higher grades are the outcomes of this. But it's crucial to keep in mind that time management involves more than just packing every minute with coursework; it also entails planning a balanced schedule that incorporates study time, leisure time, and activities.

SPH-Super-Admin (2025) concurs that a large number of students develop strong time management skills since it is just as essential as mastering subjects like mathematics or science. Although academic performance is often seen as the primary measure of success, the ability to manage time effectively serves as a foundational skill that quietly influences every aspect of learning and personal growth. When students know how to plan their schedules, prioritize tasks, and use their time wisely, they are better equipped to handle academic responsibilities and everyday challenges. Whether it involves organizing homework, preparing for exams, or balancing co-curricular and personal activities, effective time management allows students to stay organized and maintain focus. As a result, they experience less stress, feel more in control of their responsibilities, and are able to perform at their best while steadily working toward their goals.

As students juggle academic tasks and extracurricular commitments, effective planning becomes a vital skill that supports both learning and personal growth. Time management helps learners organize their responsibilities, prioritize tasks, and use their time efficiently, which leads to improved academic performance, increased productivity, and clearer goal achievement. Beyond grades, it also promotes a healthier balance between schoolwork and personal life by reducing stress and supporting overall well-being. Importantly, time management

is not about filling every moment with work, but about creating a balanced schedule that includes study, rest, and meaningful activities, enabling students to stay focused, feel more in control, and reach their full potential (Cambrilearn, n.d.; Collège Champittet, 2024; SPH-Super-Admin, 2025).

Related Studies

According to Mariano et al. (2022), students who exhibited good time management skills also demonstrated higher academic performance, as shown by their approaching proficiency level and ability to complete academic tasks with minimal guidance. Similarly, Alyami et al. (2021) reported that students with higher GPAs were more likely to practice effective time management behaviors such as meeting deadlines, replanning their studies, and using to-do lists, while poor planning was associated with lower academic performance. In line with these findings, Rahmawati and Bakri (2025) found that time management significantly affects students' academic achievement, especially when combined with students' interest in learning. Overall, these studies consistently suggest that effective time management contributes positively to students' academic performance across different educational settings.

In a study conducted by Calonia et al. (2023) and Gazon and Edig (2022), the researchers found that standard time management habits, such as avoiding procrastination and prioritizing tasks, did not significantly affect academic or mathematical performance. Both studies reported no strong relationship between time management practices and actual grades, even when students actively employed these organizational and self-directed learning skills. These findings suggest that, within the groups studied, being well-organized does not necessarily guarantee higher academic achievement.

The studies made by Arcaya et al. (2024) and Das and Bera (2021) found no discernible variation in the importance of time management abilities for academic achievement according to grade, sex, or gender. It was discovered that there is no discernible difference in time management or academic performance between males and girls, and that time management and academic accomplishment among secondary students are positively connected. Support from parents and teachers is advised in order to assist kids arrange their work, which may result in better time management abilities.

Jayme et al. (2023) found that students who practice prioritization and careful planning achieve better academic outcomes because they manage their responsibilities more effectively. Similarly, Dominado et al. (2025) reported that distractions from mobile phone use and poor study habits lead to stress and last-minute cramming. However, their study also showed that students who structure their tasks and plan ahead demonstrate improved focus and stronger performance. These findings indicate that reducing distractions and applying practical time management strategies are important in supporting students' academic success.

Ebol (2024) in the study about Workload, Well-Being, Coping Strategies, and Mathematics Performance of Senior High School STEM Learners, found that STEM students had a heavy workload, moderate well-being, and strong coping skills, yet still performed very well in mathematics. The study also showed important connections between the factors, indicating that math performance was closely related to workload and well-being, workload was strongly linked to well-being, coping skills, and performance, while the connection between well-being and coping skills was weaker. These results suggest that having good coping skills and moderate well-being helps students succeed in math and highlight the need for programs that improve students' well-being and coping strategies.

The results demonstrate a significant relationship between time-management skills and academic achievement, suggesting that improved time management may reduce student attrition. Based on these findings, the study recommends implementing strategies to enhance time-management abilities and academic performance among students transitioning into university, as well as exploring whether these positive outcomes extend to other forms of initial training and employment (Wilson et al., 2021).

Liu et al. (2024), in their study "Optimizing Learning: A Meta-Analysis of Time Management Strategies in University Education" found that time management skills play a crucial role in both intellectual and personal growth. While more comprehensive interventions increased overall student happiness, improved time management was essential for enhancing academic achievement and self-efficacy. Together, these studies

highlight the critical connection between time management, self-efficacy, and student satisfaction, suggesting that focused, skill-specific approaches can be highly effective in educational settings.

Fu et al. (2025) concurred that effective time management is associated with higher self-control and greater involvement in studies, while it shows a negative relationship with dependence on mobile phones. Additionally, self-control contributes to increased study engagement and helps diminish mobile phone addiction. Moreover, dependence on mobile phones adversely affects study engagement. Time management influences study engagement not only directly but also indirectly through self-control, mobile phone dependence, and a combination of both acting as mediators.

Students use breaks to avoid burnout and maintain focus, and while they employ strategies for managing chores, more structured guidance with tools and coordination could further improve outcomes (Adobo et al., 2024). Additionally, applying effective time management strategies, such as careful planning, goal-setting, task prioritization, and organized scheduling, has been shown to significantly enhance both productivity and personal well-being (Patzak et al., 2025). Together, these findings emphasize that effective time management is key to improving students' academic performance, managing household responsibilities, and supporting overall personal development. Lin and Chen (2025) studied how managing time affects students' grades. They used computer models to predict which students do better in school. The results showed that students who manage their time well tend to perform much better. Some models predicted this very accurately, while others were less accurate, but overall, the study proves that good time management is important for academic success.

According to the study by Khoerunisa et al. (2025) on Time Management and Academic Achievement among University Students, the results show that managing time well has a strong positive effect on students' academic performance. Students who plan their study time, prioritize tasks, and meet deadlines are more likely to do better in school. However, the learning environment can affect this relationship. For example, noisy surroundings, lack of support, or poorly organized activities can reduce the benefits of good time management. Overall, the study shows that both students' skills and their environment play an important role in academic success. Findings from the study of Faqihuddin et al. (2024) ascertained how being optimistic affects students' ability to manage their time. The results showed a clear positive relationship, meaning that students who are more optimistic tend to manage their time better. Optimism was found to explain about 40.1% of the effect on time management. This suggests that having a positive outlook is important for helping students use their time more effectively.

The results in the study by Andales et al. (2025) showed that students had high levels of self-efficacy, digital competency, and time management, and that these traits were significantly correlated. Time management was found to be predicted by both digital competence and self-efficacy, although self-efficacy showed a greater influence, underscoring its crucial role in efficient time management. According to the study, psychological elements like self-belief are more important in time management than technical skills.

This research, "The Impact of Time Management on the Students' Academic Achievements", revealed that students exhibited strong time planning skills but relatively lower overall time management behaviors, while their academic performance remained above average. Significant positive relationships were observed between time planning, time management, and academic achievement, and students with poorer academic results also demonstrated weaker time management. The investigation further highlighted that effective time management was linked to reduced stress and anxiety, and dedicating time to studies outside of class generally improved outcomes, although excessive working hours could negatively impact performance (Khan & Nasrullah, 2023).

Valente et al. (2025) posits that the findings on planning time management for school activities and its relationship to procrastination demonstrate that both gender and the amount of time devoted to studying significantly influence how students organize their academic tasks in the short and long term. These factors were also found to notably affect students' tendencies to procrastinate. The study carries important practical implications, offering educators and researchers valuable insights into the factors that shape academic procrastination, particularly the roles of time management planning and study duration. Such insights can inform the development of effective strategies to reduce procrastination and promote sustainable learning practices.

METHODS

Research Design

The study will utilize a phenomenological approach to explore and interpret the meanings and lived experiences of STEM 11 students in managing time to overcome academic workload. Phenomenological research seeks to describe a phenomenon through the perspectives of those who have directly experienced it, focusing on shared experiences within a group (Eckel, 2025). This approach is appropriate for the study as it allows researchers to understand the real strategies and challenges students face in balancing their academic responsibilities.

Research Participants

The participants of this study were selected according to inclusion criteria determined by the researchers. Eligible respondents must be STEM 11 students who are committed to maintaining or improving their academic performance and who experience busy schedules due to academic tasks and other school-related responsibilities. The researchers will use purposive sampling, also known as judgmental or expert sampling, a non-probability sampling technique where participants are deliberately chosen because they possess characteristics relevant to the objectives of the research (Bisht, 2024). This method allows the researchers to appropriately identify and approach students who regularly experience academic pressure and can contribute meaningful insights to the study.

Research Instrument

The research instrument utilized in this study was the interview questionnaire or guide which contains questions about the respondent's academic workload, time management strategies, and their difficulties in organizing tasks. The interview will be significant because it will answer what kind of academic workload STEM 11 students overcome and how they manage it through manipulating their time and schedules.

Data Gathering Procedures

The researchers must first make a valid letter signed by the research adviser, noted by the senior high coordinator and approved by the principal to ask permission to conduct the interviews to STEM 11 students. The said letter will be given to the persons concerned. Prior to that, the intent and purpose of the study will be explained. The researchers will also explain the benefits of participating in the said activity. Upon approval of this, the researchers conducted the interview which will be recorded with permission from the interviewee. Questions about overcoming academic workload through time management strategies will be asked. The interview will last for 5-10 minutes. After gathering the data from the different interviews and records, the analysis and interpretation of the data will be made.

Data Analysis

This research study will make use of Colaizzi's phenomenological methodology to guarantee and ensure the trustworthiness of information needed in the research and the emotional congruence concerning the lived experience of each participant's point of view. The student researchers will transcribe the gathered information. After the transcription, the research coordinator will listen again to the recording to correct any mistakes. In general, each interview will be studied carefully to obtain the experiences from each unique perspective, so that student researchers will be able to grasp the sense of the whole idea. Significant statements will be extracted. After, meanings will be provided to the statements and themes will be created based on the formulated meanings.

Ethical Considerations

The ethical principles guiding this study are based on values that foster honesty, openness, and the safeguarding of information from all individuals involved. All data related to participants will be handled with the utmost confidentiality, ensuring their privacy and the secure management of information gathered during the study. The researchers will also honor intellectual property rights by appropriately attributing all cited works and

concepts. Moreover, prioritizing the protection of human subjects, we have established ethical measures to maintain participants' rights, dignity, and overall well-being throughout the research process.

RESULTS AND DISCUSSIONS

Struggle in Balancing Academic Priorities Due to Time Management Challenges

The findings show that many students struggle to balance academic responsibilities with other commitments because of time management difficulties. Participants shared that being involved in extracurricular activities, sports, family responsibilities, or multiple school tasks makes it hard to decide what to prioritize. Some students find it difficult to organize their schedule, while others admit to delaying tasks or resting too much until deadlines are near. As a result, they experience pressure, reduced productivity, and difficulty completing academic work on time. Overall, limited time and competing responsibilities make balancing priorities a major challenge for students.

The results are supported by previous studies showing that students who struggle with time management, like those in this study, often find it difficult to balance academic responsibilities with other commitments (Zoloth, 2023; Coursera Staff, 2025). Research indicates that poor planning, procrastination, and heavy workloads can lead to stress, reduced productivity, and difficulty meeting deadlines (Jayme et al., 2023; Dominado et al., 2025), which mirrors the participants' experiences. Studies also emphasize that managing multiple tasks and extracurricular activities requires strong organizational skills to maintain balance and well-being (Ephraim, 2024; Sunshine City Counseling, 2025; MercoPress, 2026), confirming that the challenges faced by the students in this study are consistent with broader research.

Overwhelm Caused by Academic Tasks

The results show that many students feel overwhelmed when they have many school requirements at the same time. This often happens when several activities and deadlines are close to each other. Students said they feel pressured and unsure about what to do first when performance tasks are given within a short time. Some also feel stressed when the activities are harder than what they are used to doing. During very busy times like exam week, the pressure becomes stronger because many submissions are due almost at the same time. Because of too much work, some students forget other requirements or focus on the wrong task first.

Past studies support these findings by saying that heavy school demands and nonstop deadlines can cause stress and mental tiredness among students (Sunshine City Counseling, 2025; Ephraim, 2024). Research also shows that handling many assignments, tests, and extracurricular activities at once can increase pressure and reduce focus (Reedley International School, 2022; Perdikoulis, 2024; Raj, 2025). When this continues for a long time, students may feel burned out, which means they feel very tired, lose interest, and find it hard to concentrate (MercoPress, 2026). Studies also explain that poor time planning and delaying tasks can make heavy workloads feel even more stressful (Pons, 2024; Raj, 2025). This makes both the students' experiences and related studies show that too many school tasks are a major cause of stress and can affect students' performance and well-being.

Procrastination as a Major Academic Challenge

The results show that many students struggle with school tasks because they put off doing them. Some delay assignments even if they know it might affect their grades. Others do it to avoid stress or because they want to spend time on fun activities. Many also said social media and other distractions make it harder to start or finish work. This habit often leads to rushing at the last minute or leaving work unfinished. Overall, putting off tasks lowers productivity and makes schoolwork harder to handle.

Studies support this by saying that procrastination is a major barrier to effective time management. Raj (2025) explains that delaying tasks, failing to plan, and not setting priorities weaken students' ability to complete

work on time. Pons (2024) and Raj (2025) further emphasize that procrastination increases academic stress and reduces motivation. Both the students' experiences and existing research show that procrastination leads to delays, heightened stress, and difficulty in accomplishing school requirements. However, Collège Champittet (2024) highlights that by learning to plan time wisely, students can become more productive, develop strong study habits, and maintain a balanced lifestyle that supports both personal and academic growth, ultimately preparing them for future success.

Technology-Related Distractions

The findings show that students often experience distractions caused by technology, with mobile phones being the most common source. Social media, notifications, and other device-related interruptions were reported to contribute to procrastination and delays in completing academic tasks, sometimes lasting for extended periods. Some participants described how curiosity or an easily distracted nature amplifies these interruptions, while others indicated that they are able to manage distractions and still meet deadlines. These responses highlight that technology can significantly influence students' focus and study habits, though its effects vary depending on individual behavior and self-control.

These findings are supported by previous research indicating that frequent phone use reduces concentration and engagement in studying. Fu et al. (2025) found that dependence on mobile phones is associated with lower self-control and weaker time management, which in turn negatively affects learning. Similarly, Tamar (2022) noted that activities such as texting, watching videos, and browsing social media divide attention and make study time less efficient. Supporting this, Katsitadze et al. (2025) observed that students who spend excessive time on social media often struggle to manage their time effectively, which hampers academic performance and disrupts the balance between study and leisure. Technology-related distractions pose a significant challenge to students' ability to focus and complete academic tasks efficiently.

Use of Effective Planning to Manage Academic Tasks

The findings show that students use planning to manage their school tasks. Making a schedule and organizing assignments helps them avoid stress and finish work on time. Some students said planning helps them avoid cramming, while others are reminded that taking action is just as important as planning. In general, planning helps students handle multiple tasks more easily and stay organized.

Research supports this, showing that students who plan and set priorities usually perform better academically and manage their responsibilities well (Jayme et al., 2023; Dominado et al., 2025). Planning time effectively also leads to higher grades, lower stress, and better work quality (Khan & Nasrullah, 2023; Coursera Staff, 2025). Studies also note that good planning helps balance schoolwork with personal life, improving motivation and well-being (Cambrilearn, n.d.; Collège Champittet, 2024).

Use of Time Management Strategies to Handle Academic Tasks

The findings show that students use simple time management strategies to handle their academic tasks, especially when they have many responsibilities. Most participants said they plan their work, list their tasks, set priorities, and decide how much time to spend on each activity. Some also choose a specific time and place to study or give themselves small rewards after finishing tasks. These strategies help them feel less stressed, more organized, and more in control of their schoolwork.

This result is supported by previous studies that say that planning, scheduling, and prioritizing tasks help students work more efficiently and avoid rushing at the last minute (Raj & Ganguly, 2025; Aurora Training, 2024). Research also shows that students who organize their tasks and reduce distractions perform better in school and experience less stress (Jayme et al., 2023; Dominado et al., 2025). In addition, good time management helps students develop better study habits and maintain a balanced life (Collège Champittet, 2024). Overall, effective time management helps students successfully complete their academic tasks while staying motivated and less overwhelmed.

CONCLUSION

This study thoroughly examined how STEM 11 students of Saint Louis School of Don Bosco manage their academic workload through the use of time management strategies, successfully identifying major and emergent themes related to their experiences. The findings revealed that students commonly struggle in balancing academic priorities due to limited time, multiple responsibilities, and competing commitments, which often lead to overwhelm, stress, and reduced productivity. Procrastination and technology-related distractions further intensify these challenges, making it difficult for students to focus and complete tasks on time.

At the same time, the study highlighted the important role of effective planning and time management strategies in helping students cope with their academic workload. Strategies such as scheduling, task listing, prioritization, and minimizing distractions were found to support better organization, reduce stress, and improve task completion. These results show that when students actively apply time management strategies, they are better able to handle academic demands and maintain balance between school responsibilities and personal activities.

Overall, the study provides valuable insights into the role of time management in addressing academic workload challenges among STEM 11 students. By highlighting both the difficulties students face and the strategies they use to overcome them, this research contributes to a clearer understanding of how effective time management supports academic success, well-being, and long-term student development.

Contributions of Authors

The authors confirm that they contributed equally to all aspects of this research. Each author has reviewed and approved the final version of the manuscript.

Declaration of Artificial Intelligence Use

The researchers affirmed that they utilized artificial intelligence tools, including Perplexity, ChatGPT, Gemini, Quillbot, and Grammarly to enhance vocabulary, refine sentence structure, and improve the overall clarity and coherence of their ideas.

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