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TIME MANAGEMENT AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF ACADEMIC PERFORMANCE OF STUDENTS IN MATHEMATICS

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ABSTRACT

The aim of this quantitative study was to determine whether time management and emotional intelligence significantly predict student's academic performance in mathematics. Stratified random sampling was used to select 223 public secondary students from Braulio E. Dujali District, Division of Davao del Norte, as respondents. Adapted questionnaires were used to determine the level of time management and emotional intelligence of students, while a researcher-made test instrument was used to determine the academic performance of students in mathematics. Data were analyzed using mean, Pearson-r and regression analysis. The findings indicated that students moderately manifested time management skills in short-range planning, time attitude, and long-range planning. Their emotional intelligence specifically in emotion regulation, emotion appraisal, and emotion utilization was also moderately manifested. Furthermore, students' academic performance in mathematics was found to be satisfactory. It is suggested that additional studies must be conducted to examine the relationship between time management, emotional intelligence, and students' academic performance in mathematics, aiming to uncover critical factors influencing the performance in the subject. With these, teachers and administrators are encouraged to provide additional support and intervention that would help improve students' academic performance.

KEYWORDS: *Mathematics education, time management, emotional intelligence, academic performance, grade 10 students, Pearson r, regression analysis, Davao del Norte, Philippines*

Chapter 1
THE PROBLEM AND ITS SETTING

Background of the Study

In elementary and secondary schools, mathematics is an essential subject that provides students the basic information and skills to manage their life (Ariyanti & Santoso 2020). Concern over academic performance has grown over the past few years. Based on Organization for Economic Cooperation and Development (OECD) as cited by Kusmaryono and Kusumaningsih (2023), test results exposed that student's mathematical literacy in all OECD countries is 76% at level 2. With this, studying the factors that influence mathematics academic performance of students offers insightful information about the challenges they confront as well as worthwhile chances to improve instruction (Deunk et al., 2018). It is important to understand these disparities and develop targeted interventions to enhance academic performance and establish more equitable opportunities for every student.

In the latest publication of the Programme for International Student Assessment (PISA, 2022) findings showed a concerning decline in student mathematics performance (Wang et al., 2023) paralleled to the data in PISA 2018 which stressed that in 24 countries, more than 50% of the students are still below the proficiency level in mathematics (Schleicher, 2019). Additionally, the most recent data in PISA 2022 exhibit trends that are consistent with the National Assessment of Educational Progress (NAEP) scores from the previous year, which likewise revealed notable drops in math. In Uzbekistan, only 19% of students achieved at least Level 2 competency in mathematics, which is significantly lesser than the mean for all OECD (Organization for Economic Cooperation and Development) nations.

Based on the PISA results, Filipino students performed lower than the OECD average in mathematics. Only 16% of students in the nation achieved a minimum of level 2 competency in mathematics (OECD, 2023). The Philippines scored approximately 120 points in mathematics which is "much lower" than the results attained by any other participating country, based on the Trends in International Mathematics and Science Study (TIMSS) and rank 77th out of 81 countries globally (OECD, 2023). In 2018 National Achievement test of Cagayan Valley Region, about 97% of the examinees do not fall under proficiency level in mathematics and mathematics posted the lowest MPS of 32.42 in learner's mean performance (DepEd, 2018).

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Statement of the Problem

The study aimed to examine whether time management and emotional intelligence significantly predict the academic performance of students in Mathematics.

This study specifically sought to answer the following questions:

1. What is the level of the time management of students in terms of:
   1.1 short-range planning;
   1.2 time attitudes; and
   1.3 long-range planning?
2. What is the level of emotional intelligence of students in terms of:
   2.1 mood regulation;
   2.2 emotion appraisal; and
   2.3 emotion utilization?
3. What is the level of student's academic performance in Mathematics based on summative test?
4. Is there a significant relationship between:
   4.1 time management and academic performance of students in mathematics; and
   4.2 emotional intelligence and academic performance of students in mathematics?
5. Do time management and emotional intelligence of students significantly predict the academic performance of students in mathematics?

Review of Related Literature

Academic Performance in Mathematics

Academic performance denotes the measurable outcomes of learning, influenced by teachers' instruction and demonstrated through students' performance (Lamas, 2018). The ultimate goal of education is to attain the educational goal called learning. Similarly, Caballero et al. (2019) defined academic performance as the student's achievement of the objectives, targets, and goals set forth in the course or program in which they are enrolled. These are expressed in grades, which are the results of an assessment used to decide whether particular tests, subjects, or courses are passed. Moreover, academic performance is the accomplishment of an educational goal over a certain short time span by a student, educator, or institution (Lisa & Robert, 2019).

Time Management

Time management is described as the ability to organize, secure, and adjust one's schedule to changing conditions (Aeon, 2020). Effective time management is essential to teachers and students. Whereas students are worried about fitting in all the demands on their time, teachers are worried about how students spend time on academics, particularly study time (Nigussie, 2019). According to Razali et al., (2018), time management is vital, as it plays a significant role in shaping an individual's productivity, performance, and overall accomplishments. It is a common complaint among students these days that they do not have sufficient time to finish all the tasks that have been given to them. A student needs to be able to effectively manage time effectively to balance the competing demands of study and other obligations (Subramanian, 2019).

Emotional Intelligence

Emotional Intelligence refers to as the combination of interconnected emotional and social competences, abilities and enabling factors which determines how well an individual comprehends and communicates (Bar-On, 2020). Emotionally intelligent people exhibit compassion and a comprehension of the feelings of those around them in addition to being aware of their own emotions. It is the aspect of an individual that drives to act and provides with the energy to exhibit traits like purposefulness, perseverance and impulse control (Kapp, 2021). Similarly, according to Woloschuk et al. (2018), emotional intelligence demonstrates the ability of intellect, perception, and sensibility to improve reasoning and comprehension of interpersonal difficulties.

Chapter 2
METHOD

The research design, research respondents, research instrument, data gathering procedure, statistical treatment of data, and ethical consideration in this study are presented in this chapter.

Research Design

This study employed quantitative non-experimental design with descriptive and correlational approaches. Quantitative research collected data on established instruments and used inquiry methods like surveys and experiments to obtain statistical information (Creswell, 2013). Additionally, research subjects in non-experimental quantitative designs receive no treatment. Furthermore, this study made use of a quantitative research design to describe problems both numerically and descriptively. It was achieved by measuring results using statistical and mathematical techniques and determining whether to accept or reject the hypothesis (Creswell, 2013).

Research Respondents

The respondents of the study were junior high school students from the four public schools in the Braulio E. Dujali District, Division of Davao del Norte enrolled in SY 2024-2025. The respondents were 223 Grade 10 students. Stratified random sampling was utilized with the chosen schools to choose the respondents. School A includes 57 respondents, school B includes 110 respondents, school C includes 11 respondents, and school D includes 45 respondents. If one or more students withdraw in carrying out the survey, a replacement will be identified of the same gender and location.

Research Instrument

The study made use of two (2) adapted research questionnaires from published research and a researcher-made summative test questionnaire for the process of collecting data to assess time management, emotional intelligence, and academic performance in mathematics.

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Time Management Survey Questionnaire (TMSQ). The time management questionnaire (TMQ) was a survey devised by Britoon and Tesser (1991) and was used to gather data on the level of students' time management. The 18 items were divided into the following domains: Seven items related to short-range planning, six items concerning time attitudes, and five items associated with long-range planning. A Likert scale ranging from 5 to 1 was used to describe the response options, with 5 representing strongly agree, 4 representing agree, 3 representing moderately agree, 2 representing disagree, and 1 representing strongly disagree. The questionnaire was utilized by Pehlivan (2013) in his study and obtained 0.800 Cronbach's Alpha value which indicated that the scale is reliable. Based on the pilot testing, it has a Cronbach's Alpha value of 0.93, which indicates that the 18-item questionnaire on the level of students' time management displays an excellent internal consistency.

Emotional Intelligence Survey Questionnaire (EISQ). To determine the level of student's emotional intelligence, the study adapted the instrument developed by Salovey and Mayer (1990). It is a 27-item questionnaire organized under the following categories: mood regulation with 14 items, emotion appraisal with 8 items, emotion utilization with 5 items. The Cronbach alpha obtained a reliability value of 0.79 for mood regulation, 0.78 for emotion appraisal, and 0.72 for emotion regulation which were considered highly acceptable. The response options are organized on a 5-point Likert scale, where 1 represents "strongly disagree" and 5 represents "strongly agree."

Mathematics Research Questionnaire (MRQ). The students' academic performance in mathematics was measured through a researcher made mathematics research questionnaire with Table of Specifications anchored to the Most Essential Learning Competencies (MELCs) of DepEd for the first quarter of SY 2024-2025. The competencies included in the questionnaires were under Patterns and Algebra. The research employed a 40 items summative test to measure student's academic performance in mathematics using the 20-60-20 percent ratio distribution across cognitive levels. About 20% (8 items) of this distribution were allocated to lower cognitive tasks that were primarily focused on recalling information, 60% (24 items) were given to middle cognitive tasks that involve problem-solving and the application of concepts, and the remaining 20% (8 items) were assigned to higher cognitive tasks that require critical thinking and advanced skills in solving problems.

Data Gathering Procedure

The procedure listed below was used by the researcher in collecting the data.

Seeking permission to conduct the study. The researcher sought approval from the Graduate School Research Ethics Committee (REC) to conduct the study. Additionally, an endorsement letter was secured from the Dean of the Graduate School by the researcher. Subsequently, the researcher attached the endorsement letter and sent an intent letter to the Division of Davao del Norte through the Schools Division Superintendent for the conduct of the study. Once approved, the researcher secured a copy of an approved letter and made another letter of intent addressed to the four public secondary high schools school principals. The researcher adhered to the Davao del Norte Division's research guidelines.

General Orientation and Seeking of Consent from Research Respondents. Upon the approval of the letter of permission, the researcher employed a gatekeeper in each of the study's participating schools to efficiently the data gathering procedures. The gatekeepers oriented by the researcher of the ethical considerations especially on the accessibility of respondent's data. The researcher obtained the gatekeepers' signatures on a confidentiality agreement, formalizing the understanding between both parties. The researcher asked for the lists of students from the gatekeepers to be part of the stratified random sampling. Using the school form 1, odd numbers were identified in the list and the respondents randomly selected using random number generator. The gatekeepers were then asked to provide and give the student lists for the stratified random sampling. Following the identification of the respondents, an in-person orientation regarding the study was conducted by the researcher. To provide protection of privacy of the respondents during the conduct of the face-to-face orientation, they were required to wear facemask or any material to cover their face.

Administration and retrieval of the questionnaire. The researcher used modified questionnaires after obtaining approval and consent from the participants of the study. The researcher distributed the questionnaire to the students and provided clear instructions on how to complete them. After the distribution, the researcher conducted the survey through face-to-face administration to ensure that the participants take the questionnaire seriously on their own. Students answered completely the questionnaires. As part of monitoring the validity and accuracy of the implementation of the study, the researcher monitored the respondents in completing the questionnaires through social media sites, phone calls, or text messages. Following the completion of the said questionnaire, the researcher retrieved the questionnaires and checked whether all items have been answered. The data was collected for analysis.

Checking, collating, and processing of data. The researcher compiled the questionnaires after retrieving it from the respondents. The data tabulated underwent statistical analysis by the statistician. The data was analyzed and interpreted in accordance with the study's objectives. Throughout this process, the researchers ensured the secrecy and anonymity of the data. The data was reviewed and verified to make the data easy to analyze and interpret. The researcher ensured that the provided data and information underwent treatment with utmost confidentiality and anonymity through discrete coding. It was ensured that no publications, presentations, or reports will use any personal information from the result of the research study

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Chapter 3
RESULTS AND DISCUSSION

This chapter presents the findings of the study, including the analysis of the null hypotheses and the results of data collection. It also introduces the descriptive results, providing a detailed interpretation of the data to support the study's conclusions.

Level of Time Management of Students in terms of Short-Range Planning

Table 1 presents the students' level of time management in terms of short-range planning. The item *"I plan my day before I start it"* obtained the highest mean of 3.65. The item *"I write a set of goals for myself each day"* followed with a mean of 3.42 and item *"I set and prioritize tasks"* with 3.41. The mean of the remaining 4 items has a descriptive equivalent of moderate which means that the items are moderately manifested.

Additionally, the data revealed that short-range planning achieved a category mean of 3.29, corresponding to a descriptive rating of moderate indicating that this time management skills is moderately manifested. Furthermore, a standard deviation of 1.04 indicates a low dispersion of scores with respect to the category mean. Moreover, this implies that short-range planning skills are likely closer to the mean (Hinkle et al., 2003).

Level of Time Management of Students in terms of Time Attitudes

Table 2 presents the students' level of time management in terms of time attitudes. The item *"I do things for myself that make me happy and help me grow"* got the highest mean, 4.02. The item *"I believe there is room for improvement in the way I manage my time"* followed with a mean of 3.78. The descriptive equivalent of both items is high, suggesting that these items are manifested. Meanwhile, the item *"I feel completely in charge of my schedule"* has the lowest mean of 3.01, which is classified as moderate in the descriptive equivalent, signifying that the item is moderately manifested.

The category mean for all the ratings above was 3.41, with the descriptive equivalent of high which shows that the students' level of time management, with regard to their time attitude, is manifested. Further, it shows a low dispersion of scores, with a standard deviation of 1.02, indicating that the data points are closely clustered around the mean (Hinkle et al., 2003).

Level of Time Management of Students in terms of Long-Range Planning

Table 3 shows the students' level of time management in terms of long-range planning. The item *"I keep my desk clear of everything other than what I am currently working on my math activities"* got the highest mean of 3.37, paired with a descriptive equivalent of moderate, indicates that this item is moderately manifested. The item *"I have a set of goals in math for the entire quarter"* recorded the lowest mean of 3.09. The descriptive equivalent for the mean of the remaining three items was moderate, indicating that the items are moderately manifested.

The category mean for all these scores was 3.24, paired with descriptive equivalent of moderate indicating that the level of student's time management in terms of long-range planning is moderately manifested. In addition, it has 1.02 standard deviation which indicates low dispersion in the scores relative to the mean. It further indicates that long-range planning is close to the mean (Hinkle et al., 2003).

Summary of the Level of Time Management of Students

The summary of the level of students' time management is shown in Table 4. Time attitude exhibited the highest category mean of 3.41 among the three indicators, rated as high in its descriptive equivalent which indicates that students' time attitude time management is manifested, and accompanied by a standard deviation of 1.02 which indicates low dispersion in the scores relative to the mean (Hinkle et al., 2003). On the other hand, long-range planning got the lowest mean of 3.24 having a descriptive equivalent of moderate, which means that the long-range planning of time management is moderately manifested and with 1.02 standard deviation. Overall, one indicator obtained a descriptive equivalent of high and the remaining two indicators attained moderate descriptive equivalent.

Level of Emotional Intelligence of Students in terms of Mood Regulation

Table 5 presents the students' levels of emotional intelligence with respect to mood regulation. The items *"Emotions are one of the things that make my life worth living"* obtained the highest mean of 3.83 and the item *"I use good moods to help myself keep trying in doing problems and tasks in math"* followed with 3.73, both of which correspond to the descriptive equivalent of high. The item *"I expect good things to happen especially in my math class"* has the lowest mean of 3.15, corresponding to moderate descriptive equivalent. This means that the other items are moderately manifested.

The students' level of emotional intelligence resulted a category mean of 3.53, which corresponds to a descriptive equivalent of high. This implies that students' emotional intelligence in terms of mood regulation is manifested. It also revealed a standard deviation of 1.06, signifying a low dispersion in the scores relative to the mean (Hinkle et al., 2003).

Level of Emotional Intelligence of Students in terms of Emotion Appraisal

Table 6 illustrates the students' level of emotional intelligence with respect to emotion appraisal. The statement *"By looking at their facial expressions, I recognize the emotions people are experiencing"* has the highest recorded mean of 3.69, which corresponds to a descriptive equivalent of high. Conversely, the item *"Other people find it easy to confide in me in doing math tasks"* records the lowest mean of 3.32, which corresponds to the descriptive equivalent of moderate.

The students' emotional intelligence, specifically in relation to emotion appraisal, produced a category mean of 3.50,

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corresponding to a descriptive equivalent of high. This infers that students' emotional intelligence, particularly in emotion appraisal, is manifested. Additionally, the category's standard deviation of 1.03 demonstrates a low level of dispersion in relation to the category mean for this indicator (Hinkle et al., 2003).

Level of Emotional Intelligence of Students in terms of Emotion Utilization

Table 7 presents the student's level of emotional intelligence with regard to emotion utilization. The item "*I easily recognize my emotions as I experience them"* obtained a mean of 3.61, which correspond to the descriptive equivalent of high. Conversely, the *item "When I feel a change in emotions, I tend to come up with new ideas in math"* has the lowest mean of 3.17, with a descriptive equivalent of moderate. The mean of the items indicates that all items are moderately manifested.

The students' level of emotional intelligence in terms of emotion utilization yielded a category mean of 3.42, which is categorized as high according to the descriptive equivalent. This also indicates that the level of a student's emotional intelligence is manifested. Additionally, a standard deviation of 1.09 suggests a low dispersion of the scores in relation to the mean of this indicator (Hinkle et al., 2003).

Summary of the Level of Emotional Intelligence of Students

Table 8 summarizes the level of student's emotional intelligence. Of the three indicators, mood regulation achieved the highest mean of 3.53, corresponding to a descriptive equivalent of high, with 1.06 standard deviation. Emotion utilization obtained the lowest mean of 3.42, which is described as high, with an SD of 1.09. All the indicators produced an overall mean of 3.48, described as high, indicating that the level of students' emotional intelligence is manifested.

Furthermore, table 8 presents an analysis of the dispersion measure concerning the level of students' emotional intelligence. The results reveal that the three indicators have a measure of variability that are relatively small and closer to each other with an SD of 1.06. This also suggests a low dispersion of scores relative to the overall mean of 3.48. It also implies that students show consistent and strong ability in all three indicators. Further, the result highlights the consistent and homogeneous responses of students across three indicators in emotional intelligence.

Academic Performance of Students in Mathematics

Table 9 displays the level of student's academic performance in mathematics based on their summative test scores with a mean of 47.38 described as moderate. This points out that student's academic performance in mathematics is satisfactory. Additionally, the results reveal a standard deviation of 7.88, indicating a significant dispersion of scores relative to the category mean of this variable. This also suggests that the academic performance of the students in mathematics is widely spread around the mean score of 47.38. It shows less consistency among the performance of students. Significantly, students have varying levels of performance but with moderate proficiency in math.

Significance of the Relationship between Time Management and Emotional Intelligence towards Academic Performance of Students in Mathematics

Table 10 illustrates the calculated data regarding the relationship between time management and emotional intelligence towards the academic performance of students in mathematics.

The findings reveal that the correlation coefficient (r - value) between time management and students' academic performance is 0.002. Additionally, the p-value of 0.987 exceeds the significance level of 0.05. This suggests a negligible correlation between students' time management and their academic performance. The null hypothesis was backed by statistical support; thus, it was not rejected. This indicates that there is no significant relationship between time management and emotional intelligence. The conventional belief that time management significantly influences mathematics performance or learning must be reconsidered, as no significant relationship has been established between time management and academic performance. This finding suggests the need to explore alternative factors that may have a more impact on students' performance in mathematics.

Significance of the Relationship Between Time Management and Emotional Intelligence towards the Academic Performance of Students in Mathematics

The results show that the r-value between the time management and academic performance of students is 0.002. Also, the p-value of 0.987 was greater than the level of significance of 0.05. This implies a weak relationship between students' time management and academic performance. The null hypothesis was backed by the statistical support; thus, it was not rejected. This means that there was no significant relationship between time management and emotional intelligence.

Meanwhile, the relationship between students' emotional intelligence and academic performance has an r - value of 0.019. Furthermore, the p - value of 0.773 exceeds the significant level of 0.05. This value indicates a weak relationship between students' emotional intelligence and academic performance which signifies that emotional intelligence has least impact on students' academic performance. Further, the statistical analysis supported the null hypothesis, leading to the conclusion that the null hypothesis could not be rejected.

Significance of the Influence of Time Management and Emotional Intelligence on Academic Performance of Students in Mathematics

The study's findings reveal that there is no established relationship exist between time management, emotional intelligence and students' academic performance in mathematics. Hence, the two independent variables do not significantly predict

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students' academic performance in mathematics. As a result, the researcher did not undertake a multiple regression analysis to examine the connection between the dependent variable and the two independent variables.

Chapter 4
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of the findings, conclusions, and recommendations derived from the results presented in Chapter 3.

Summary of Findings

The following findings were outlined and consolidated based on the data gathered:

1. Students' time management has an overall mean of 3.31 corresponding to a descriptive equivalent of moderate and a standard deviation of 1.03.
2. Students' emotional intelligence has an overall mean of 3.48 corresponding to a descriptive equivalent of high and a standard deviation of 1.06.
3. The level of academic performance of students in mathematics has a mean of 47. 38 with a descriptive equivalent of moderate.
4. For the relationship between time management and academic performance of students in mathematics, the r-value of 0.002 indicates that the degree of relationship between two variables has negligible correlation. Since the p-value of 0.987 was greater than the 0.05 level of significance, the null hypothesis was not rejected. Meanwhile, for the relationship between emotional intelligence and academic performance of students in mathematics, the r-value of 0.019 indicates that the degree of relationship between two variables has negligible correlation. Since the p-value of 0.773 was greater than the 0.05 level of significance, the null hypothesis was not rejected.
5. The students' time management and emotional intelligence did not show a significant influence on the dependent variable.

Conclusions

The following conclusions were drawn based on the findings of this study:

1. Time management of students is manifested among students.
2. Emotional intelligence of students is manifested among students.
3. The academic performance of students in mathematics is satisfactory.
4. There is no significant relationship between time management and academic performance, nor between emotional intelligence and academic performance.
5. Time management and emotional intelligence do not significantly predict students' performance in mathematics.

Recommendations

Based on a careful examination of the study's findings and conclusions, the following recommendations are made:

1. Students are encouraged to develop and refine their long-range planning abilities through structured goal-setting workshops and time management training. This may involve practical exercises that help them set and track long-term academic goals.
2. Teachers are encouraged to integrate emotional intelligence training into the curriculum by modelling self-awareness, facilitating reflective discussions, and incorporating activities that encourage emotion regulation. Through role-playing, and guided peer interaction, they help the students apply this skills in social context.
3. Schools may implement targeted support programs such as tutoring and mentorship to address the varying levels of academic performance in mathematics. This could ensure that students receive the assistance they need to improve their understanding of the subject.
4. Administrators may provide ongoing professional development for teachers focusing on effective teaching strategies, emotional intelligence training, and time management techniques that can benefit students in their learning experiences.
5. Future researchers may explore additional factors that may correlate with academic performance, considering variables such as motivation, learning environment, and external support systems. Expanding the scope of research to include different demographics could provide a more comprehensive understanding of academic success.

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