



PHILIPPINE EMIRATES PRIVATE SCHOOL

SENIOR HIGH SCHOOL DEPARTMENT

**Time management and its effects on the academic performance of PEPS
senior high school students.**

Presented to

Mr. Henry Nadong of

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Requirements for

Practical Research 1

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APPROVAL SHEET

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Dedication

The researchers would like to dedicate this study to all upcoming senior high school students of PEPS, also for these teachers who had played a major role throughout the study:

To Mr. Henry Nadong, our Practical Research number one instructor, who was there to guide and introduce us the procedures of making this study.

To Mrs. Lalaine Ragodon and Mrs. Josephine De Guia, this study is dedicated to them as well for their patience and cooperation throughout the study.

To our fellow Pepsians, specifically, our batchmates, this study is dedicated to them for their cooperation, understanding and support.

Above all, we dedicate this research study to our Glorious Father, Jesus Christ, for giving us wisdom, strength and knowledge in making this research.

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Abstract

This research aims to review the perspective of the SHS students of PEPS regarding time management and how it affects their academic performance. The main problem of this research is finding the effects of time management to the academic performance of PEPS senior high school students, because they believe that using time management will surely impact their academic performances. The researchers proposed an online survey questionnaire in order to collect the necessary data that is required to finish the study.

Acknowledgement

The researchers would like to acknowledge all of the people who were involved in the making of this research paper.

To the Respondents, we acknowledge them for their cooperation and patience with our conducting of the survey.

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To the parents of the researchers, the researchers acknowledge them for their unending support and guidance.

To the students who helped us make this research paper, the researchers acknowledge them for their help and guidance.

To Jesus Christ, the researchers acknowledge Jesus Christ for the unending support and guidance Jesus Christ has given the researchers throughout the making of this research paper, truly, without the guidance of Jesus Christ, the researchers wouldn't have been able to finish and complete this research paper.

Chapter 1

Background of the Study

Past research has showed the different connection between time management and academic performance of the students. (Nasrullah and Khan, 2015) Time management plays a vital role in improving students' academic performance and achievement. The researchers believe that time management plays a truly vital role because a time or a clock will always tick. While student's academic performance will also be important when it comes to the time management, a lot of students would likely be exposed to pressure. Students need to figure out on how to properly and efficiently manage their time and balance their house chores, school work, and other works as well, with school work being the most important, since they are still studying and they need to get high scores in their academic performance. Each and every student should have proper time management which includes goal setting and prioritization. This research aims to give better insight on how time management can be achieved by students and how it can affect their respective academic performance. While the researchers aim to give enlightenment towards time management for, they have also experienced the pressure and stress of handling time correctly in line with academic performance.

Scope and Delimitation

Our study is limited to the students of Philippine Emirates Private School of Senior high school. It is further limited to the attitude of the 44 students in the 3 sections of senior high school department of the Philippine Emirates Private School for the Academic Year 2019-2020. The aim of this study is to find out the effects of time management to the academic performance of PEPS senior high school students.

Significance of the study

This study is being done to find the effects of time management to the academic performance of PEPS senior high school students.

Students – This study gives the upcoming PEPS Senior High school Students an idea about how time management and study habits will affect their studies and academic performances.

Teachers- This study will give the teachers a satisfaction among their PEPS Senior Highschool Students' academic performances. The study will also give teachers a deeper knowledge on the effects of time management on the senior high school students.

Parents- This study will give parents an insight on how time management will affect their students' academic performances, and might take action according to how their child is behaving at school.

Statement of the Problem

This study determines the problem of time management and its effects on the academic performances of the PEPS Senior High School Students and will answer the following questions/problems based on the objectives of the study:

- For PEPS Senior High School students, how important is time management to their studies?
- Do PEPS Senior High School students manage their time on school work and other activities?
- Do PEPS Senior High school students use their spare time for productive schoolwork?
- How many PEPS Senior High School students procrastinate and cram?
- What are the causes of poor time management in PEPS Senior High school students?

- Did time management have an effect on the academic performance of PEPS Senior High School Students?

Hypothesis

The Researchers hypothesize that Time management has no effect on the academic performance of PEPS senior high school students.

Definition of Terms

- Procrastination – The failure to do the schoolwork given to you but instead, doing other things unrelated to your school work
- Cramming – Doing your school work shortly before or on the deadline despite being given a longer time to do it.
- Time – The deadline or duration given to the student in which he/she can do his/her school work.
- Performance – The final marks or score of a student after each project or quarter.

Chapter II

Review of Related Literature

This review of related literature is about time management and its effects in the academic performance of PEPS Senior High School students. As these researchers observed, most of the youth population these days constantly fail to manage or balance their time between school work and things that keeps them entertained, some examples are: videogames, YouTube, social media, Etc. Because of the lack of proper time management, students might get overwhelmed due to more schoolwork being piled up on him/her, leading to stress, lack of sleep, fatigue, low marks and ultimately, depression and anxiety, so that is why this review of related literature aims to help upcoming PEPS Senior High school students in managing their time, and helping them become more aware of the effects time management will have on their academic performances. Time management is a skill that every student should not only know, but also apply. A lot of university students complain about running out of time when asked to do a certain task, they get frustrated because they are not able to make it before the deadline. Time management is extremely important, especially when it comes to university students because it will boost their grades and enhance their productivity (Laurie & Hellsten, 2002). We, the researchers, therefore, surmise that time management is an important aspect of a student's academic performance, if used correctly it will create benefits that will affect the student's academic performance in a positive manner. A situation related to time management would be the subject of "Cramming". Cramming is when you try to squeeze in the last bit of time to finish your task. Cramming is a sign of poor time management and will affect a student's academic performance negatively, so good time management will prevent cramming and produce good results. A good grasp of time management in a student helps develop his/her sense of responsibility and/or self-control. Whenever a student

manages his/her time, he/she organizes his/her schedule based on the time that he/she is available to do that certain task. On the other hand, if a student or person does not practice managing his/her time, it will most likely lead to him/her cramming or getting stressed out about the work that he/she could've done if she properly managed her time. As Kashyap (2019) stated: "Time management helps the person complete tasks on time. It also provides better qualities of work, for example, prioritization helps you focus on important tasks by keeping them the highest priority in your schedule, thus, improving the quality of your work. Good time management leads to less procrastination, which leads to less stress and fatigue, which overall, leads to a better quality of life." The main purpose of the study is to expand our known knowledge on time management, and to find the effects of time management on the academic performance of PEPS Senior High School students, and to be able to assist or help the upcoming PEPS Senior High School students on managing their time. In the process of making this study, effort was exerted in order to review the thesis which had some bearing on the one under consideration. The methods and study aim to solve three problems that must be solved before evaluating the effectiveness of the method that we used. The first of the three problems mentioned will be about "how PEPS Senior High School students manage their time balancing school work and other activities." The second of the three problems mentioned will be analyzing "why students do not use their spare time for productivity as well as the cause of procrastinating tasks." The third and final problem mentioned will be determining and analyzing "the effects of time management in the academic performance of Senior High Students of PEPS." Answering these mentioned problems will be essential in proving the utility of our method of choice in the topic of time management of Senior High School students of PEPS. It will also provide evidence and sources for future studies about the topic provided. However, from the previous studies that we have read from Khan (2015), Alsalem (2017) and Rao

(2018), they did not mention in their studies the factors that are affecting misused time management of any grade level students. Also, these existing studies are lacking for finding the other programs that we can take to get time balance knowledge, and by factors what we mean is how do students manage their time in regards to their academic studies. In the relevant literature, there are a great number of academic studies that were focusing on the relation between time management and academic achievements. The related literature showed the time management attitude and the skill level of PEPS students and the effects of these skills on their academic achievement. The literature revealed that the students' time management skills affect their academic achievement at a significant level and the skills are one of the predictors of academic performance (Khan, 2015). Academic Studies have been trying to find the relationship between time management and academic achievement, and to this day, many studies are being conducted about the relationships between time management and academics. The related literature has shown that time management, skill levels of senior high school students of PEPS and the effects of these skills on their academic achievement. The literature reveals that student's time management skills affect academic performance and achievement at a significant rate, and these skills are one of the important judgments in academic performance. As Fazal (2012) stated: "The relevant literature suggested that students should focus on managing their time so that they can lessen their works. Time management practices have been proven to be top indicator toward achieving a high level of academic success and performance. They not only have influences on the achievement but using time management techniques also serve only one reason meaning that there are multiple purposes fulfilled by time management." Time management helps the student focus on the task at hand and it will lessen the chance of cramming. It is said that time management can lead to a higher level of academic performance. The purpose of time management in academics is to use the given time

wisely to finish up tasks as well as reduce any matters of cramming and reduce any rushing of actions can completely affect a student's academic performance. As Faisal, Miqdadi, Abdulla & Mohammad (2014) stated: "Various studies showed that time management practices serve many purposes. Time management practices show the way not only to have a high-level academic performance, but to have a good physical condition and lower the amounts of stress and higher emotional stability. The first and foremost purpose of the present study was educational competency, using time managing techniques, test pressure, and test proficiency." The aim of this study was to determine on how does the student in PEPS manage their own time and how it affected their academics. We have found out that time management for students is completely related to student performance in academics, from what we have researched student's performance is completely affected by their time management, whether they get high grades from presumably using their time wisely or getting average or below average performance due to procrastination. There was a significant and positive relation on time managing and academic performance of the students (Khan, 2015). It is said that time management is completely related to student performance in academics, and we believe that this is true as from one of our sources student's performance in academics is affected by how they manage their time, whether it's good time usage and obtaining impressive results or below average or barely passing results from procrastination. Student's time management scores present the way of scoring an academic achievement as we concluded that students who have poor academic achievement have poorer time-management and as a result, they score lower than those who have well time management (Khan, 2015). Time management helps lessen, manage, or control the workload of the student on certain subjects, and allow him/her to become more organized in dealing with the schoolwork being hand to him/her. Proper time management will ultimately lead to higher academic achievements and make the

student more prepared for the near future, and after reviewing the literature and the sources we got them from, we hereby conclude that time management does have a big effect in the academic performance of students, so we can also conclude from that conclusion that time management will also have a big effect on the academic performances of Senior High School students of the Philippine Emirates Private School. But in order to find out it' specific effects, we will now move onto the next part of our study, the methodology.

Chapter 3

Research Methodology

This chapter of the study presented the methodology of the research; the research method, the sampling technique, the number of respondents, research instruments, research locale, data gathering procedure, and the statistical treatment of data will be presented.

Research design

The researchers have used a qualitative research method that they have conducted in gathering data regarding their study. It does not answer questions about how/when/why the characteristic occurred. Rather it addresses the “what” question.

Sampling Technique

Sampling technique is necessary because researchers usually cannot gather data from the entire population due to larger population and lack of resources. In this research work, the researcher used the sampling of spin the wheel, where the researchers listed the names of the senior high school students that is total of 44 out of 65 senior high school students, then the 44 students were randomly picked by the wheel.

Research locale

The locale of this study was conducted at Philippine Emirates Private School. Baniyas West, Abu Dhabi UAE.

Respondents of the study

The respondents of this study will be the 65 randomly chosen senior high school students in grade 11 and 12 of the Philippine Emirates Private School, Abu Dhabi. The respondents include the 36 boys and girls 26 of both Grade 11 and 12 students of PEPS.

Research Instrument

The method of gathering the data from the respondents will be the use of online survey. The respondents will be provided an online survey. An online survey that consists of 30 questionnaires.

Data Gathering Procedure

The senior high school department of the Philippine Emirates Private School, specially the grade 11 and 12 students will be provided with a series of questionnaires.

- The researchers will provide a letter to have a permission from the Senior High School Teachers, Coordinator and Principal of the Philippine Emirate Private School.
- If then approved, the researchers will begin to conduct a survey for the grade 11 and 12 students of PEPS.

Statistical treatment of Data

The data gathered will be analyzed through this formula:

1. **Frequency and percentage.** Frequency and percentage formula was used to determine the percentage of the data on the demographic profile of the respondents.

$$\frac{f}{n} \times 100 = P$$

Where,

f = frequency

n = Number of respondents in total

P = percentage of the quantity compared to the total

Chapter 4

Presentation, Analysis & Interpretation of Data

This Chapter reviews all the data and findings from the survey previously conducted through an online survey. This part of the study organized the data gathered into tables that presents the responses of the respondents from the online survey questionnaire. The data has also been interpreted by the researchers.

Character of the respondents

TABLE 1 – AGE OF RESPONDENTS

Age of Respondents	Frequency(f)	Percentage
15	0	0%
16	11	25%
17	24	54.5%
18	8	18.2%
19	1	2.3%
20	0	0%
Total:	44	100%

Majority of the students who responded are seventeen (17) years old.

TABLE 2 – GENDER OF RESPONDENTS

Gender	Frequency(f)	Percentage
Male	27	61.4%
Female	17	38.6%
Total:	44	100%

Majority of the respondents are male.

TABLE 3 – YEAR LEVEL OF RESPONDENTS

Year Level	Frequency(f)	Percentage
Grade - 11	29	65.9%
Grade – 12	15	34.1%
Total:	44	100%

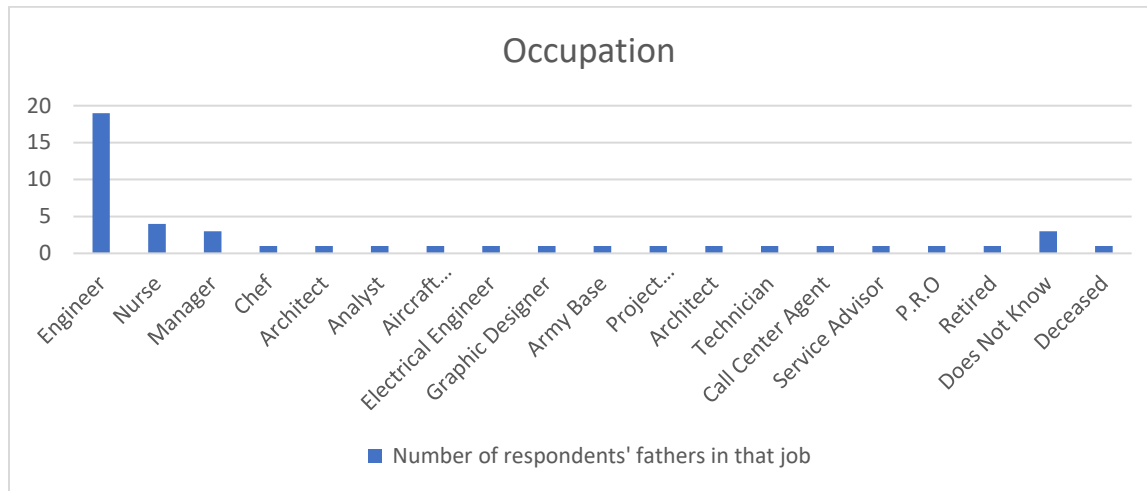
Majority of the respondents are at 11th grade.

TABLE 4 – SECTION OF THE RESPONDENTS

Section	Frequency(f)	Percentage
Einstein (STEM)	24	54.5%
Descartes (ABM)	5	11.4%
Pascal (ABM)	1	2.3%
Pascal (STEM)	14	31.8%
Total:	44	100%

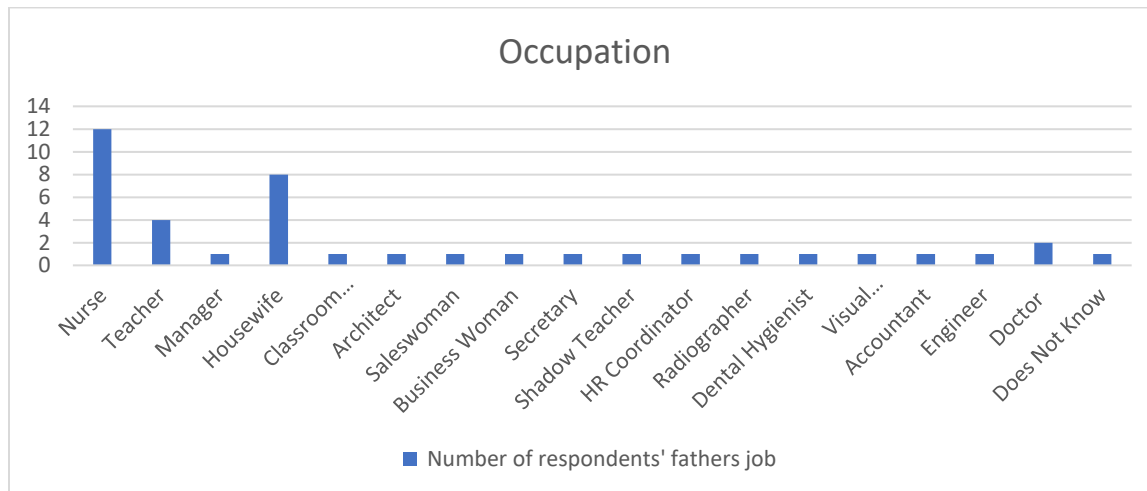
Majority of the respondents who responded are from the Science, Technology, Engineering and Mathematics (STEM) strand.

TABLE 5 – OCCUPATION OF THE RESPONDENTS FATHER’S



Majority of the respondent’s fathers work as engineers.

TABLE 6 – OCCUPATION OF THE RESPONDENTS MOTHER’S



Majority of the respondent’s mothers work as nurses

Time Management and PEPS Senior High School Students

TABLE 7 – Proper Time Management helps me in my studies

Proper time management helps me in my studies		
Response	Frequency(f)	Percentage
Strongly Agree	24	54.5%
Agree	19	43.2%
Disagree	1	2.3%
Strongly Disagree	0	0%
Total:	44	100%

Based on the table above, twenty-four (24) Respondents answered with “Strongly Agree”, nineteen (19) Respondents answered with “Agree”, one (1) Respondent answered with “Disagree” and zero (0) Respondents answered with “Strongly Disagree”. Based on the table above, we can conclude that most respondents agree with the statement: “Proper time management helps me in my studies”.

TABLE 8 – I prioritize household chores over my schoolwork

I prioritize household chores over my schoolwork		
Response	Frequency(f)	Percentage
Strongly Agree	2	4.5%
Agree	22	50%
Disagree	19	43.2%
Strongly Disagree	1	2.3%
Total:	44	100%

Based on the table above, two (2) Respondents responded with “Strongly Agree”, twenty-two (22) Respondents responded with “Agree”, nineteen (19) Respondents responded with “Disagree”, and one (1)

Respondent responded with “Strongly Disagree”. From the table above, we can conclude that half of the students agree, while half of the students does not agree.

TABLE 9 – I believe in the saying “Time is Gold”

I believe in the saying “Time is Gold”		
Response	Frequency(f)	Percentage
Strongly Agree	19	43.18181818%
Agree	23	52.27272727%
Disagree	1	2.272727273%
Strongly Disagree	1	2.272727273%
Total:	44	100%

From the table above, nineteen (19) Respondents answered with “Strongly Agree”, twenty-three Respondents responded with “Agree”, one (1) Respondent answered with “Disagree”, and one (1) Respondent Responded with “Strongly Disagree”. Based on the table above, we can conclude that majority of the students agree/strongly agree with the statement.

TABLE 10 – I value proper time management

I value proper time management		
Response	Frequency(f)	Percentage
Strongly Agree	14	31.8%
Agree	29	65.9%
Disagree	0	0%
Strongly Disagree	1	2.3%
Total:	44	100%

Based on the table above, fourteen (14) Respondents responded with “Strongly Agree”, twenty-nine (29) answered with “Agree”, zero (0) Respondents responded with “Disagree”, and one (1) Respondent

answered with “Strongly Disagree”. From the table above, we can conclude that most students agree with the statement.

TABLE 11 – I have a clear idea on what time management is

I have a clear idea on what time management is;0		
Response	Frequency(f)	Percentage
Strongly Agree	20	45%
Agree	20	45%
Disagree	1	2%
Strongly Disagree	3	7%
Total:	44	100%

From the table above, twenty (20) Respondents answered with “Strongly Agree”, twenty (20) Respondents responded with “Agree”, one (1) Respondent responded with “Disagree”, and three (3) Respondents answered with “Strongly Disagree”. Based on the table above, we can conclude that majority of the respondents agree with the statement.

School works and other activities.

TABLE 12 – I make a list of the things I have to do each day

I make a list of the things I have to do each day		
Response	Frequency(f)	Percentage
Strongly Agree	8	18.2%
Agree	18	41%
Disagree	14	31.8%
Strongly Disagree	4	9%
Total:	44	100%

From the table above, eight (8) Respondents answered with “Strongly Agree”, eighteen (18) Respondents responded with “Agree”, fourteen (14) Respondents responded with “Disagree”, and four (4) Respondents answered with “Strongly Disagree”. Based on the table above, we can conclude that half of the respondents agree, and half of the respondents disagree with the statement.

TABLE 13 – I set a deadline for completing my work

I set a deadline for completing my work		
Response	Frequency(f)	Percentage
Strongly Agree	9	20.5%
Agree	27	61.4%
Disagree	6	13.6%
Strongly Disagree	2	4.5%
Total:	44	100%

From the table above, nine (9) Respondents answered with “Strongly Agree”, twenty-seven (27) Respondents responded with “Agree”, six (6) Respondents responded with “Disagree”, and two (2) Respondents answered with “Strongly Disagree”. Based on the table above, we can conclude that majority of the respondents agree with the statement.

TABLE 14 – I Spend My time wisely

I spend my time wisely		
Response	Frequency(f)	Percentage
Strongly Agree	9	20.5%
Agree	27	61.3%
Disagree	7	15.9%
Strongly Disagree	1	2.3%
Total:	44	100%

From the table above, nine (9) Respondents answered with “Strongly Agree”, twenty-seven (27) Respondents responded with “Agree”, seven (7) Respondents responded with “Disagree”, and one (1) Respondents answered with “Strongly Disagree”. Based on the table above, we can conclude that majority of the respondents agree with the statement.

TABLE 14 – I set my own goals

I set my own goals		
Response	Frequency(f)	Percentage
Strongly Agree	19	43.2%
Agree	21	47.7%
Disagree	4	9.1%
Strongly Disagree	0	0%
Total:	44	100%

Based on the table above, nineteen (19) Respondents answered with “Strongly Agree”, twenty-one (21) Respondents responded with “Agree”, four (4) Respondents answered with “Disagree”, and zero (0) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

TABLE 15 – I set and honor my priorities that I have set upon myself

I set and honor my priorities that I have set upon myself		
Response	Frequency(f)	Percentage
Strongly Agree	16	36.4%
Agree	25	56.8%
Disagree	3	6.8%
Strongly Disagree	0	0%
Total:	44	100%

Based on the table above, sixteen (16) Respondents answered with “Strongly Agree”, twenty-five (25) Respondents responded with “Agree”, three (3) Respondents answered with “Disagree”, and zero (0) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

Productivity

TABLE 16 – I am willing to set aside my leisure time for my school works

I am willing to set aside my leisure time for my school works		
Response	Frequency(f)	Percentage
Strongly Agree	9	20.5%
Agree	29	65.9%
Disagree	4	9.1%
Strongly Disagree	2	4.5%
Total:	44	100%

Based on the table above, nine (9) Respondents answered with “Strongly Agree”, twenty-nine (29) Respondents responded with “Agree”, four (4) Respondents answered with “Disagree”, and two (2) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

TABLE 17 – I prefer doing my school works at random times rather than setting up a schedule

I prefer doing my school works at random times rather than setting up a schedule		
Response	Frequency(f)	Percentage
Strongly Agree	8	18%
Agree	20	46%
Disagree	16	36%
Strongly Disagree	0	0%
Total:	44	100%

Based on the table above, eight (8) Respondents answered with “Strongly Agree”, twenty (20) Respondents responded with “Agree”, sixteen (16) Respondents answered with “Disagree”, and zero (0) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

TABLE 18 – I can manage my studies and be able to join extracurricular activities at the same time

I can manage my studies and be able to join extracurricular activities at the same time		
Response	Frequency(f)	Percentage
Strongly Agree	7	15.9%
Agree	26	59.1%
Disagree	8	18.2%
Strongly Disagree	3	6.8%
Total:	44	100%

Based on the table above, seven (7) Respondents answered with “Strongly Agree”, twenty-six (26) Respondents responded with “Agree”, eight (8) Respondents answered with “Disagree”, and three (3) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

TABLE 19 – I am aware on how much time I spend on each various task I do

I am aware on how much time I spend on each various task I do		
Response	Frequency(f)	Percentage
Strongly Agree	10	22.7%
Agree	25	56.8%
Disagree	7	16%
Strongly Disagree	2	4.5%
Total:	44	100%

Based on the table above, ten (10) Respondents answered with “Strongly Agree”, twenty-five (25) Respondents responded with “Agree”, seven (7) Respondents answered with “Disagree”, and two (2) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

TABLE 20 – I think that dividing my time on specific subjects/tasks will make my current life easier

I think that dividing my time on specific subjects/tasks will make my current life easier		
Response	Frequency(f)	Percentage
Strongly Agree	16	36.36%
Agree	27	56.82%
Disagree	1	6.82%
Strongly Disagree	0	0%
Total:	44	100%

Based on the table above, sixteen (16) Respondents answered with “Strongly Agree”, twenty-seven (27) Respondents responded with “Agree”, one (1) Respondents answered with “Disagree”, and zero (0) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

Attitude of Students

TABLE 21 – I cram

I cram		
Response	Frequency(f)	Percentage
Strongly Agree	14	31.82%
Agree	23	52.27%
Disagree	5	11.36%
Strongly Disagree	2	4.55%
Total:	44	100%

Based on the table above, fourteen (14) Respondents answered with “Strongly Agree”, twenty-three (23) Respondents responded with “Agree”, five (5) Respondents answered with “Disagree”, and two (2) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

TABLE 22 – I procrastinate

I procrastinate		
Response	Frequency(f)	Percentage
Strongly Agree	17	38.64%
Agree	20	45.45%
Disagree	5	11.36%
Strongly Disagree	2	4.55%
Total:	44	100%

Based on the table above, seventeen (17) Respondents answered with “Strongly Agree”, twenty (20) Respondents responded with “Agree”, five (5) Respondents answered with “Disagree”, and two (2) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

TABLE 23 – I usually finish a task/work that I have started

I usually finish a task/work that I have started		
Response	Frequency(f)	Percentage
Strongly Agree	16	36.36%
Agree	25	56.82%
Disagree	2	4.55%
Strongly Disagree	1	2.27%
Total:	44	100%

Based on the table above, sixteen (16) Respondents answered with “Strongly Agree”, twenty-five (25) Respondents responded with “Agree”, two (2) Respondents answered with “Disagree”, and one (1) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

TABLE 24 – I finish my work/task days/weeks before the deadline

I finish my work/task days/weeks before the deadline		
Response	Frequency(f)	Percentage
Strongly Agree	10	22.73%
Agree	19	43.18%
Disagree	14	31.82%
Strongly Disagree	1	2.27%
Total:	44	100%

Based on the table above, ten (10) Respondents answered with “Strongly Agree”, nineteen (19) Respondents responded with “Agree”, fourteen (14) Respondents answered with “Disagree”, and one (1) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

TABLE 25 – I tend to be lazy while doing a task

I tend to be lazy while doing a task		
Response	Frequency(f)	Percentage
Strongly Agree	15	34.09090909%
Agree	20	45.45454545%
Disagree	8	18.18181818%
Strongly Disagree	1	2.272727273%
Total:	44	100%

Based on the table above, fifteen (15) Respondents answered with “Strongly Agree”, twenty (20) Respondents responded with “Agree”, eight (8) Respondents answered with “Disagree”, and one (1) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

Time Management

TABLE 26 – I spend more time on non-school related activities

I spend more time on non-school related activities		
Response	Frequency(f)	Percentage
Strongly Agree	12	27.27%
Agree	23	52.27%
Disagree	8	18.18%
Strongly Disagree	1	2.27%
Total:	44	100%

Based on the table above, twelve (12) Respondents answered with “Strongly Agree”, twenty-three (23) Respondents responded with “Agree”, eight (8) Respondents answered with “Disagree”, and one (1) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

TABLE 27 – I spend too much of my time on leisure activities

I spend too much of my time on leisure activities		
Response	Frequency(f)	Percentage
Strongly Agree	9	20.45%
Agree	19	43.18%
Disagree	15	34.09%
Strongly Disagree	1	2.27%
Total:	44	100%

Based on the table above, nine (9) Respondents answered with “Strongly Agree”, nineteen (19) Respondents responded with “Agree”, fifteen (15) Respondents answered with “Disagree”, and one (1) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

TABLE 28 – I can multitask

I can multitask		
Response	Frequency(f)	Percentage
Strongly Agree	14	31.82%
Agree	22	50%
Disagree	6	13.64%
Strongly Disagree	2	4.55%
Total:	44	100%

Based on the table above, fourteen (14) Respondents answered with “Strongly Agree”, twenty-two (22) Respondents responded with “Agree”, six (6) Respondents answered with “Disagree”, and two (2) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

TABLE 29 –I rush my work that needs to be done

I rush my work that needs to be done		
Response	Frequency(f)	Percentage
Strongly Agree	14	31.82%
Agree	20	45.45%
Disagree	9	20.45%
Strongly Disagree	1	2.27%
Total:	44	100%

Based on the table above, fourteen (14) Respondents answered with “Strongly Agree”, twenty (20) Respondents responded with “Agree”, nine (9) Respondents answered with “Disagree”, and one (1) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

TABLE 30 –I lack awareness of my time

I lack awareness of my time		
Response	Frequency(f)	Percentage
Strongly Agree	3	6.82%
Agree	14	31.82%
Disagree	24	54.55%
Strongly Disagree	3	6.82%
Total:	44	100%

Based on the table above, three (3) Respondents answered with “Strongly Agree”, fourteen (14) Respondents responded with “Agree”, twenty-four (24) Respondents answered with “Disagree”, and three (3) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students disagree with the statement.

Effects of Time Management

TABLE 31 –I have failed a subject due to poor time management

I have failed a subject due to poor time management		
Response	Frequency(f)	Percentage
Strongly Agree	2	4.55%
Agree	10	22.73%
Disagree	11	25%
Strongly Disagree	21	47.73%
Total:	44	100%

Based on the table above, two (2) Respondents answered with “Strongly Agree”, ten (10) Respondents responded with “Agree”, eleven (11) Respondents answered with “Disagree”, and twenty-one (21) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students disagree/strongly disagree with the statement.

TABLE 32 –I have failed to pass an assignment or project in time due to poor time management

I have failed to pass an assignment or project in time due to poor time management		
Response	Frequency(f)	Percentage
Strongly Agree	3	6.82%
Agree	18	40.91%
Disagree	11	25%
Strongly Disagree	12	27.27%
Total:	44	100%

Based on the table above, three (3) Respondents answered with “Strongly Agree”, eighteen (18) Respondents responded with “Agree”, eleven (11) Respondents answered with “Disagree”, and twelve (12) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that half the students agree/strongly agree with the statement, and the other half of the respondents disagree/strongly disagree with the statement.

TABLE 33 – I have excelled at a subject due to proper time management

I have excelled at a subject due to proper time management		
Response	Frequency(f)	Percentage
Strongly Agree	7	15.91%
Agree	32	72.73%
Disagree	5	11.36%
Strongly Disagree	0	0%
Total:	44	100%

Based on the table above, seven (7) Respondents answered with “Strongly Agree”, thirty-two (32) Respondents responded with “Agree”, five (5) Respondents answered with “Disagree”, and zero (0) Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

TABLE 34 –I have used proper time management and efficiently finished my work/task without cramming

I have used proper time management and efficiently finished my work/task without cramming		
Response	Frequency(f)	Percentage
Strongly Agree	6	13.64%
Agree	29	65.01%
Disagree	8	18.18%
Strongly Disagree	1	2.27%
Total:	44	100%

Based on the table above, six (6) Respondents answered with “Strongly Agree”, twenty-nine (29)

Respondents responded with “Agree”, eight (8) Respondents answered with “Disagree”, and one (1)

Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree with the statement.

TABLE 35 – Proper time management has helped me become a more organized and responsible person

Proper time management has helped me become a more organized and responsible person		
Response	Frequency(f)	Percentage
Strongly Agree	19	43.18%
Agree	24	54.55%
Disagree	1	2.27%
Strongly Disagree	0	0%
Total:	44	100%

Based on the table above, nineteen (19) Respondents answered with “Strongly Agree”, twenty-four (24)

Respondents responded with “Agree”, one (1) Respondents answered with “Disagree”, and zero (0)

Respondents Responded with “Strongly Disagree”. From the table above, we can conclude that majority of the students agree/strongly agree with the statement.

Chapter 5

Summary, Conclusion, & Recommendation

The last chapter is all about the final parts of the study. The summary, conclusion, and recommendation.

Summary

This study talked about the point of view of the senior high school students of grade 11 and grade 12 of the Philippine Emirates Private School towards time management and its effects on the academic performance of PEPS senior high school students. The information and theories that the researchers have found were able to aid and support the research. The researchers gathered respondents using the method of random sampling. Finally, the researchers gave the 44 respondents an online questionnaire survey. The relevant data gathered led the researchers to come up with a conclusion.

Conclusion

Throughout the data the researchers can conclude that most of the PEPS Senior High school Students have used proper time management and efficiently finished their task without cramming. While the least one is that the PEPS Senior Highschool Students are not lacking of awareness of their own time. Also, for the PEPS Senior High School Students, the most effective ways for them to balance their time is to prioritize and to multitask their works. The data gathered also showed that the most notable effects of proper time management to the academic performance of PEPS senior high school students are: excelling at their subject, the efficient finishing of a work/task, lessens cramming and procrastination and overall, helps the

student become a more organized and responsible person. To answer on whether the initial hypothesis was correct or incorrect, the hypothesis turned out to be incorrect as the data that was scrutinized suggests otherwise and that time management does have an effect on the academic performance of PEPS senior high school students.

Recommendations

Faculty

- Utilize time wisely especially the vacant time.
- Divide the paper works on most priority to least priority.
- Be consistent when it comes to deadlines.

Students

- Avoid distractions instead, focus on more important tasks.
- Know the limitations to have a minor usage of the leisure time such as the use of gadgets.
- Be more aware of the deadlines.

Parents

- Guide and support the child.
- Partnership between parents and teachers to support children's learning.
- Supervise the children at home about academic works.

Future Researchers

- To research about the time each student spends at home between leisure time, house chores and studies.
- Suggest more valid and efficient study methods as a new contribution in the study.

Correlation

Since the majority of the students agree that time management has an effect to their academic performances, we can therefore conclude that the connection between time management and academic performances is strong.

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S N A M Razali¹, M S Rusiman¹, W S Gan¹, N Arbin²

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Appendices

2/7/2020 SURVEY INSTRUMENT

SURVEY INSTRUMENT

Fill in the blanks. All of your answers will be fully confidential and will only be used for academic purposes
*Required

1. Email address *

Demographic Profile

Please indicate your name, age, gender, year level, section and birth date

2. Name: *

3. Age *

Mark only one oval.

☐ 15

☐ 16

☐ 17

☐ 18

☐ 19

☐ 20

https://docs.google.com/forms/d/1qkXzJtgEzqn1ZBz53dKWjHaimB0v82KT_zLUFvAyrR8/edit 1/7

4. Gender: *

Mark only one oval.

- ☐ Male
☐ Female

5. Year level *

Mark only one oval.

- ☐ 11
☐ 12

6. Section

Mark only one oval.

- ☐ Einstein(STEM)
☐ Descartes(ABM)
☐ Pascal(STEM)
☐ Pascal(ABM)

7. Father's Occupation *

Mark only one oval.

- ☐ Engineer
- ☐ Doctor
- ☐ Nurse
- ☐ Manager
- ☐ Chef
- ☐ Teacher
- ☐ Other: _____

8. Mother's occupation

Mark only one oval.

- ☐ Engineer
- ☐ Doctor
- ☐ Nurse
- ☐ Manager
- ☐ Chef
- ☐ Teacher
- ☐ Other: _____

Time Management and PEPS Students

2/7/2020

SURVEY INSTRUMENT

9. *

5 points

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Proper time management helps me in my studies	☐	☐	☐	☐
I prioritize household chores over my schoolwork	☐	☐	☐	☐
I believe in the saying "Time is Gold"	☐	☐	☐	☐
I value proper time management	☐	☐	☐	☐
I have a clear idea on what time management is	☐	☐	☐	☐

School works and other activities

10. *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I make a list of the things i have to do each day	☐	☐	☐	☐
I set a deadline for completing my work	☐	☐	☐	☐
I spend my time wisely	☐	☐	☐	☐
I set my own goal/s	☐	☐	☐	☐
I set and honor my priorities that i have set upon myself	☐	☐	☐	☐

Productivity

2/7/2020

SURVEY INSTRUMENT

11. *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am willing to set aside my leisure time to do my school works	☐	☐	☐	☐
I prefer doing my school works at random times rather than setting up a schedule	☐	☐	☐	☐
I can manage my studies and be able to join extracurricular activities at the same time	☐	☐	☐	☐
I am aware on how much time i spend on each various task i do	☐	☐	☐	☐
I think that dividing my time on specific subjects/tasks will make my current life easier	☐	☐	☐	☐

Attitude of Students

12. *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I cram.	☐	☐	☐	☐
I procrastinate.	☐	☐	☐	☐
I usually finish a task/work that i have started	☐	☐	☐	☐
I finish my work/task days/weeks before the deadline	☐	☐	☐	☐
I tend to be lazy when doing a task	☐	☐	☐	☐

Time Management

13. *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I spend more time on non-school related activities	☐	☐	☐	☐
I spend too much of my time on leisure activities	☐	☐	☐	☐
I can multitask	☐	☐	☐	☐
I rush my work that needs to be done	☐	☐	☐	☐
I lack awareness of my time	☐	☐	☐	☐

Effects of Time Management

2/7/2020

SURVEY INSTRUMENT

14. *

Mark only one oval per row.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have failed a subject due to poor time management	☐	☐	☐	☐
I have failed to pass an assignment or project in time due to poor time management	☐	☐	☐	☐
I have excelled at a subject due to proper time management	☐	☐	☐	☐
I have used proper time management and efficiently finished my work/task without cramming	☐	☐	☐	☐
Proper time management has helped me become a more organized and responsible person	☐	☐	☐	☐

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The Investigators
LETTER OF REQUEST OF APPROVAL TO ADMINISTER THE QUESTIONNAIRE

Mr. Rafael Canobas
Adviser of grade 11-Einstein
Philippine Emirates Private School
Baniyas West, Abu Dhabi, U.A.E

Dear Mr. Rafael Canobas,

Greetings!

We, the students of grade 11 STEM, namely **Hercel Ann C. Boissin**, **Jerard Terence R. Salas** and **Rolland Fillippe E. Francisco**, would like to ask for your approval to allow the selected students from 11-Einstein to be part of our study, entitled "**Time management and its effects on the academic performance of PEPS Senior High School students**".

The selected students from grade 11-Einstein will be surveyed at a convenient time which would only take 30-60 minutes. We guarantee you that the personal information of your students would remain anonymous in any way and be of use for academic purpose.

We are hoping for your kind consideration.

Respectfully yours,

The Researchers:

Hercel Ann C. Boissin



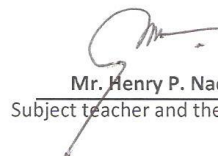
Jerard Terence R. Salas



Rolland Fillippe E. Francisco



Noted By:



Mr. Henry P. Nadong
Subject teacher and thesis advisor

Approved By:



Mr. Rafael Canobas
Adviser of grade-11 Einstein

The Investigators
LETTER OF REQUEST OF APPROVAL TO ADMINISTER THE QUESTIONNAIRE

Mr. Frederick Mercado
Adviser of grade 11 Descartes
Philippine Emirates Private School
Baniyas West, Abu Dhabi, U.A.E

Dear Mr. Frederick Mercado,

Greetings!

We, the students of grade 11 STEM, namely **Hercel Ann C. Boissin, Jerard Terence R. Salas and Rolland Fillippe E. Francisco**, would like to ask for your approval to allow the selected students from 11-Descartes to be part of our study, entitled "**Time management and its effects on the academic performance of PEPS Senior High School students**".

The selected students from grade 11-Descartes will be surveyed at a convenient time which would only take 30-60 minutes. We guarantee you that the personal information of your students would remain anonymous in any way and be of use for academic purpose.

We are hoping for your kind consideration.

Respectfully yours,

The Researchers:

Hercel Ann C. Boissin



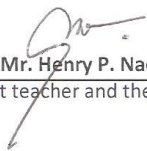
Jerard Terence R. Salas



Rolland Fillippe E. Francisco

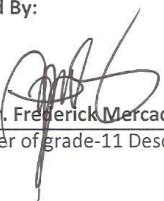


Noted By:



Mr. Henry P. Nadong
Subject teacher and thesis advisor

Approved By:



Mr. Frederick Mercado
Adviser of grade-11 Descartes

The Investigators
LETTER OF REQUEST OF APPROVAL TO ADMINISTER THE QUESTIONNAIRE

Mrs. Josephine De Guia
Adviser of grade 12 Pascal
Philippine Emirates Private School
Baniyas West, Abu Dhabi, U.A.E

Dear Mrs. Josephine De Guia,

Greetings!

We, the students of grade 11 STEM, namely **Hercel Ann C. Boissin, Jerard Terence R. Salas and Rolland Fillippe E. Francisco**, would like to ask for your approval to allow the selected students from 12-Pascal to be part of our study, entitled "**Time management and its effects on the academic performance of PEPS Senior High School students**".

The selected students from grade 12-Pascal will be surveyed at a convenient time which would only take 30-60 minutes. We guarantee you that the personal information of your students would remain anonymous in any way and be of use for academic purpose.

We are hoping for your kind consideration.

Respectfully yours,

The Researchers:

Hercel Ann C. Boissin



Jerard Terence R. Salas



Rolland Fillippe E. Francisco



Noted By:



Mr. Henry P. Nadong
Subject teacher and thesis advisor

Approved By:



Mrs. Josephine De Guia
Adviser of grade-12 Pascal

The Investigators
LETTER OF REQUEST OF APPROVAL TO ADMINISTER THE QUESTIONNAIRE

Mrs. Lalaine Ragodon
Principal of the Philippine Emirates Private school
Baniyas West, Abu Dhabi, U.A.E

Dear Mrs. Lalaine Ragodon,

Greetings!

We, the students of grade 11 STEM, namely **Hercel Ann C. Boissin**, **Jerard Terence R. Salas** and **Rolland Fillippe E. Francisco**, would like to ask for your approval to allow the selected students from senior high school department to be part of our study, entitled **"Time management and its effects on the academic performance of PEPS Senior High School students"**.

The selected senior high school students will be surveyed at a convenient time which would only take 30-60 minutes. We guarantee you that the personal information of the students would remain anonymous in any way and be of use for academic purpose.

We are hoping for your kind consideration.

Respectfully yours,

The Researchers:

Hercel Ann C. Boissin



Jerard Terence R. Salas



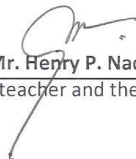
Rolland Fillippe E. Francisco



Noted By:

Mr. Henry P. Nadong

Subject teacher and thesis advisor



Approved By:

Mrs. Lalaine Ragodon

Principal of the Philippine Emirates Private School



The Investigators
LETTER OF REQUEST OF APPROVAL TO ADMINISTER THE QUESTIONNAIRE

Mrs. Josephine De Guia
JHS and SHS Coordinator
Philippine Emirates Private School
Baniyas West, Abu Dhabi, U.A.E

Dear Mrs. Josephine De Guia,

Greetings!

We, the students of grade 11 STEM, namely **Hercel Ann C. Boissin, Jerard Terence R. Salas and Rolland Fillippe E. Francisco**, would like to ask for your approval to allow the selected senior high school students to be part of our study, entitled **"Time management and its effects on the academic performance of PEPS Senior High School students"**.

The selected students from senior high school department will be surveyed at a convenient time which would only take 30-60 minutes. We guarantee you that the personal information of the students would remain anonymous in any way and be of use for academic purpose.

We are hoping for your kind consideration.

Respectfully yours,

The Researchers:

Hercel Ann C. Boissin



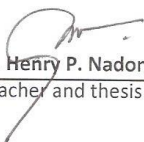
Jerard Terence R. Salas



Rolland Fillippe E. Francisco



Noted By:



Mr. Henry P. Nadong
Subject teacher and thesis advisor

Approved By:



Mrs. Josephine De Guia
JHS and SHS Coordinator

The Investigators
LETTER OF REQUEST OF APPROVAL TO ADMINISTER THE QUESTIONNAIRE

Mr. Melvin D. Ajoc
Adviser of Grade-4 Harmony
Philippine Emirates Private School
Baniyas West, Abu Dhabi, U.A.E

Dear Mr. Melvin D. Ajoc,

Greetings!

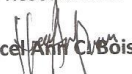
We, the students of grade 11 STEM, namely **Hercel Ann C. Boissin, Jerard Terence R. Salas and Rolland Fillippe E. Francisco**, would like to ask for your approval to allow the selected students from Senior High School department to use the intermediate computer laboratory for our survey on our topic entitled **"Time management and its effects on the academic performance of PEPS Senior High School students"**.

The selected students from the Senior High School Students will be surveyed at a convenient time which would only take 30-60 minutes. We guarantee you that the personal information of your students would remain anonymous in any way and be of use for academic purpose.

We are hoping for your kind consideration.

Respectfully yours,

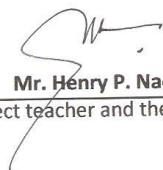
The Researchers:


Hercel Ann C. Boissin

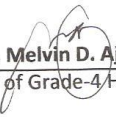

Jerard Terence R. Salas


Rolland Fillippe E. Francisco

Noted By:


Mr. Henry P. Nadong
Subject teacher and thesis advisor

Approved By:


Mr. Melvin D. Ajoc
Adviser of Grade-4 Harmony

The Investigators
LETTER OF REQUEST OF APPROVAL TO ADMINISTER THE QUESTIONNAIRE

Mr. Arnel C. Togoto

Academic Coordinator of the intermediate department
Philippine Emirates Private School
Baniyas West, Abu Dhabi, U.A.E

Dear Mr. Arnel C. Togoto,

Greetings!

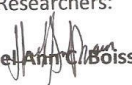
We, the students of grade 11 STEM, namely **Hercel Ann C. Boissin, Jerard Terence R. Salas and Rolland Fillippe E. Francisco**, would like to ask for your approval to allow the selected students from Senior High School department to use the intermediate computer laboratory for our survey on our topic entitled **"Time management and its effects on the academic performance of PEPS Senior High School students"**.

The selected students from the Senior High School Students will be surveyed at a convenient time which would only take 30-60 minutes. We guarantee you that the personal information of your students would remain anonymous in any way and be of use for academic purpose.

We are hoping for your kind consideration.

Respectfully yours,

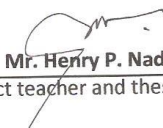
The Researchers:


Hercel Ann C. Boissin


Jerard Terence R. Salas


Rolland Fillippe E. Francisco

Noted By:


Mr. Henry P. Nadong
Subject teacher and thesis advisor

Approved By:


Mr. Arnel C. Togoto
Intermediate Department Academic Coordinator

Curriculum Vitae.



Personal Information

Full Name: Jerard Terence Radovan Salas

Gender: Male

Religion: Roman Catholic

Date of Birth: January 16, 2002

Place of Birth: United Arab Emirates

Nationality: Filipino

Civil Status: Single

Address: Electra St. Abu Dhabi, United Arab Emirates

Email Address: jerardterences@gmail.com

Contact Number: 056 638 3809

Educational Background

Philippine National School (PNS): 2007 – 2013

21st Century Private Academy (TFCPA): 2014 – 2016

The Philippine Global School (TPGS): 2016 – 2018

Philippine Emirates Private School (PEPS): 2020 – Present



Personal Information

Full Name: Hercel Ann Cabas Boissin

Gender: Female

Religion: Catholic

Date of Birth: September 21, 2002

Place of Birth: Pasig City, Philippines

Nationality: Filipino

Civil Status: Single

Address: The View Tower 26 Al Mustarhim Street

Email Address: hercelanncabas21@gmail.com

Contact Number: 050 555 9763

Educational Background

Esperanza Memorial Learning Center: 2007 – 2008

St. Therese Private School: 2008 – 2012

Pedro P. Cruz Elementary School: 2012 – 2015

Jose Rizal University: 2015 – 2017

Sanston Academy: 2017 – 2018

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