

## Time management: Balancing academics and extra-curricular activities

**Marie Crisme R. Solita**

Capiz State University Main Campus  
College of Education Graduate Programs  
Roxas City, Philippines  
Email: mariecrisme.rios@deped.gov.ph

**Abstract:** Junior high school students' management of their time appropriately is a must because they need to adjust to their academic needs and participate in extra-curricular activities at the same time. This study aimed to determine the relationship between time management, academic performance, and extra-curricular activities of junior high school students and to provide valuable insights and practical strategies to effectively balance academic and extracurricular activities, fostering holistic development and academic success. This study utilized a mixed-method research design. Researcher-made questionnaires were used to gather the needed data. There were 359 participants from Grade 7 to Grade 10. Complementing the quantitative findings, qualitative data were collected through in-depth interviews. The level of time management practices of the respondents in all terms is classified as “high.” The level of academic performance of the respondents who participate in extra-curricular activities is classified as “very satisfactory.” No significant relationship was noted between respondents’ level of time management practices and their level of academic performance. On the other hand, a significant relationship between participants’ level of time management practices and their level of participation in extra-curricular activities was evident. It is concluded that individuals who are more adept at planning, organizing, and prioritizing their time are also more likely to actively participate in activities outside of their regular academic workload.

**Keywords:** Time Management, Extra-Curricular Activities, Planning and Prioritization, Execution and Focus, Flexibility and Adaptability, Self-Reflection and Continuous Improvement.

Date Submitted: May 18, 2025

Date Accepted: May 30, 2025

Date Published: June 16, 2025

## INTRODUCTION

Education is a multifaceted journey that extends beyond the physical walls of a classroom. Although academic excellence is fundamental in all aspects of education, opportunities available through co-curricular activities contribute to a more complete and holistic development. By engaging in activities such as Drum and Lyre, Arts Club, Dance Troupe, Choir, or sports like basketball and volleyball, students not only enhance their expressive creativity and learn to assess a variety of situations, but also develop social roles and teamwork skills that have significant long-term impacts. Group discussions, programs, and leadership opportunities allow students to build a healthy sense of identity, take on responsibilities, and pursue their passions.

However, the need to find a balance between studies and extracurricular commitments is a growing challenge in contemporary education, particularly during junior high school—a period marked by personal growth and emotional complexity. This phenomenon of balancing quality study time and extracurricular involvement calls for the joint efforts of educators, parents, and students.

Extracurricular activities offer numerous benefits. Christison (2016) highlighted how such activities promote holistic development. Duckworth et al. (2016) expanded on this through their research on self-discipline and grit, emphasizing that extracurricular involvement, especially those requiring consistent effort and dedication, can help students develop crucial time

management and organizational skills. Additionally, these activities foster non-academic skills such as communication, problem-solving, and adaptability—essential competencies in today’s dynamic world. Yet, the growing demands of both academics and extracurriculars can lead to stress, decreased productivity, and compromised performance in one or both areas.

Time management, therefore, becomes a vital skill for students striving to navigate these dual responsibilities. Effective time management allows students to allocate adequate time and energy to academics while enjoying the benefits of extracurricular engagement. Unfortunately, many students struggle due to poor planning, overcommitment, and scheduling conflicts. This challenge is particularly significant for junior high school students in the School Division of Roxas City during the 2024–2025 academic year, as they balance expectations of academic excellence with active extracurricular participation.

Understanding and addressing this issue is crucial. Students who fail to manage their time well may suffer from burnout, reduced academic performance, and disengagement from their activities. On the other hand, those who master time management are more likely to succeed in both domains, leading to a fulfilling and well-rounded educational journey. This study seeks to examine the time management practices of junior high school students involved in extracurricular activities, identify the challenges they encounter, and propose strategies to help them achieve a sustainable balance.

Existing literature underscores the importance of extracurricular activities as a complement to academic development. Gardner’s (1983) Multiple Intelligences Theory affirms that such activities cater to diverse forms of intelligence—musical, bodily-kinesthetic, interpersonal—and allow students to explore their talents and passions, enhancing both personal growth and learning experiences. Similarly, Self-Determination Theory by Ryan and Deci (2000) highlights how intrinsic and extrinsic motivations play a role in student engagement and success. For junior high school students in Roxas City, recognizing these motivational factors is critical in forming effective time management strategies that reflect their goals and interests.

In this context, the present study is timely and relevant. By focusing on junior high school students actively involved in specific extracurricular activities, the research aims to uncover the dynamics between academic and extracurricular obligations within a localized educational setting. It contributes not only to the growing scholarship on time management but also to practical applications that educators, administrators, and parents can use to support student growth. Through a thorough analysis of students’ lived experiences, challenges, and coping strategies, the study hopes to deliver actionable insights that promote productivity, well-being, and academic success.

This kind of study is invaluable as it contributes to both scientific knowledge and practical understanding of time management among young students. Although some studies have explored this area, time management remains a skill often hindered or undeveloped in school contexts. Expanding this body of research can inform teaching techniques that help shape competent, balanced individuals ready for the demands of adulthood.

Ultimately, this study addresses a pressing gap: how students can effectively integrate academic responsibilities with enriching extracurricular opportunities. Many students face difficulty in juggling the demands of coursework and co-curricular engagement, leading to stress, reduced academic performance, and diminished overall learning experiences. While existing research touches on the separate benefits of academic achievement and extracurricular participation, there is limited understanding of how students can successfully balance both.

By examining the experiences of junior high school students in the School Division of Roxas City, this study highlights time management as a cornerstone of educational and personal development. Through evidence-based strategies, it seeks to empower students to navigate the complexities of modern education and emerge as well-rounded, resilient, and purpose-driven individuals, prepared for the future.

#### *Problem statement*

This study aimed to determine the relationship between time management, academic performance, and extra-curricular activities of junior high school students.

More specifically, this study aimed to answer the following questions:

- 1) What is the level of time management practices of junior high school students in the Division of Roxas City, in terms of planning and prioritization, execution and focus, flexibility and adaptability, self-reflection and continuous improvement?
- 2) What is the level of academic performance of the junior high school students in the Division of Roxas City who participate in extra-curricular activities?
- 3) What is the level of participation in extra-curricular activities of junior high school students in the Division of Roxas City?
- 4) Is there a significant relationship among time management, academic performance, and extra-curricular activities among junior high school students in the Division of Roxas City?

#### *Theoretical framework*

This study is anchored on a comprehensive theoretical framework integrating Self-Determination Theory (SDT), Time Management Theory, and Multiple Intelligences Theory, grounded in a constructivist epistemological stance. Constructivism emphasizes that knowledge is actively constructed through individual experience and interaction with the world. In this context, junior high school students' understanding of time management and their balancing of academic and extracurricular responsibilities are shaped by their unique motivations, capabilities, and social environments.

Self-Determination Theory (Ryan & Deci, 2000) underpins the motivational aspect of the study, highlighting how intrinsic motivations, such as personal satisfaction, and extrinsic motivations, such as recognition or rewards, influence students' engagement in both academics and extracurricular activities. This theory provides a lens for examining how these motivational drivers impact students' ability to prioritize and manage their time effectively.

Time Management Theory serves as the core analytical framework for understanding how students organize their time across competing demands. The theory emphasizes key components such as task prioritization, time allocation, execution and focus, flexibility and adaptability, and self-reflection for continuous improvement. These elements explain how students make strategic decisions to balance schoolwork with other interests, fostering not only academic achievement but also psychological well-being by reducing stress and promoting a sense of control.

Complementing these, Howard Gardner's Multiple Intelligences Theory (1983) enriches the framework by acknowledging that students possess diverse abilities that influence their extracurricular choices and time management challenges. Activities such as sports, music, and the arts tap into distinct intelligences—bodily-kinesthetic, musical, and spatial—highlighting that extracurricular involvement is not merely optional but integral to holistic development. This theory helps account for the unique motivations and scheduling needs of students whose strengths lie in specific domains.

Together, these theories provide a multidimensional view of how junior high school students in Roxas City navigate the balance between academic performance and extracurricular engagement. By understanding the interplay between intrinsic motivation, cognitive diversity, and time management behaviors, the study moves beyond surface-level observations and explores the deeper mechanisms that foster student success. The integrated framework not only informs the analysis but also paves the way for actionable recommendations—such as tailored time management workshops and support programs—that align with students' individual motivations and intelligences. Ultimately, this approach supports the development of well-rounded learners who are equipped for success both inside and outside the classroom.

#### *Time management practices of students*

When all the 359 respondents were taken as a whole group, their grand mean score on their level of time management practices as a whole was 3.50. Result further implied that the respondents had a “High” level of time management practices.

The result implied that on average, respondents frequently engage in time management behaviors, likely influenced by the demands of their roles, supportive environments, or an awareness of the advantages these practices bring. While the aggregate score reflects a positive trend, it's important to recognize that variability likely exists within the group, highlighting the need for further analysis to understand score distributions. The implications of this "High" level of time management can vary depending on the context of the study. In organizational settings, it might indicate a more productive workforce, while in educational contexts, it could lead to improved academic performance. For the research itself, this finding is significant and can be used to explore connections with other variables, compare different groups, and guide future studies. Practically, it can inform the design of targeted interventions to further develop time management skills, even among those who already show a high level. Ultimately, although the overall "High" rating is encouraging, a more thorough understanding of the underlying distribution and contextual factors is crucial to fully comprehend the implications of this finding.

Khan (2015) pointed out that students who establish and follow daily routines that prioritize their tasks are more likely to attain higher academic achievements. Similarly, Razali et al. (2018) emphasized the importance of effective time management, noting its significant influence on an individual's overall well-being, accomplishments, and productivity in academic activities. Aeon et al. (2021) found that poor time management skills can hinder academic success, while Pertiwi (2022) discovered a positive relationship between academic achievement and various time management strategies.

Additionally, research from the University of New South Wales (ERIC, 2021) revealed that time-management skills greatly enhance the academic performance of male students. Together, these studies indicate that the high level of time management practices seen in the respondents may contribute to their success in both academic and professional settings.

#### *Participation in extra curricular activities*

Result showed that the grand mean score of 3.87 further implied that the respondents had “High” level of participation in extra-curricular activities.

The result that respondents show a "High" level of engagement in extracurricular activities, illustrated by a grand mean score of 3.87, indicates significant involvement beyond their academic studies. This high participation is likely influenced by factors like a variety of available activities, a focus on well-rounded development within the institution or among the individuals,

supportive surroundings created by teachers and peers, personal interests and motivations, and the perceived benefits of participation, such as improved social skills and possible academic gains.

As a result, this considerable engagement has important implications. For the respondents, it appears to support well-rounded growth, enhanced well-being, potentially improved academic performance, and better future opportunities. For the educational institution or the community, it reflects a lively and engaging environment, contributes to a positive image, strengthens school spirit and community ties, and validates the investment in extracurricular programs. Additionally, these findings pave the way for future studies to explore specific activities, the reasons behind this engagement, perceived benefits, and the relationship between participation and various outcomes, including long-term success. Ultimately, the strong involvement in extracurricular activities highlights a positive dynamic that is likely crucial to the overall development and experiences of the surveyed group.

Ahmad (2015) emphasized that students who participate in extracurricular activities often demonstrate improved attendance rates, which can subsequently have a positive impact on their academic performance. Numerous studies have delved into the direct relationship between engagement in extracurricular activities and academic success. For instance, Palmer, Elliott, and Cheatham (2017) discovered that high school students who take part in these activities tend to achieve higher academic results. Additionally, research conducted by Vispo and Macalinao (2024) revealed a strong positive link between involvement in extracurricular programs and students' academic performance, suggesting that such participation can enhance their overall educational outcomes. contributes to the growing body of evidence indicating that the skills and experiences gained outside the traditional classroom—such as improved time management, discipline, and a broader skillset—are not just supplementary but integral to a student's holistic development and scholastic success. Their findings reinforce the notion that extracurricular activities can foster cognitive and emotional growth, leading to greater educational effectiveness and satisfaction, ultimately preparing students for future challenges

This positive correlation underscores the importance of encouraging students to engage in diverse activities, as it appears to contribute to a greater sense of educational effectiveness, self-efficacy, and satisfaction, preparing them more comprehensively for future academic and life challenges (Honor Society, 2023; NASSP, n.d.).

#### *Relationship between respondents' level of time management practices and their level of academic performance*

The researcher discovered an indifferent or negligible relationship between respondents' level of time management practices and their level of academic performance because the Pearson-r value was 0.033. This relationship was not significant because the p-value of 0.539 was greater than 0.05 alpha. The result implies that respondents' level of academic performance was not influenced by their level of time management practices.

The result implied that the time management levels reported by students have little to no linear connection with their academic success in this study. Additionally, the p-value of 0.539, which is higher than the typical significance threshold of 0.05, shows that this weak correlation is statistically insignificant. This implies that the slight association observed is likely due to random variation rather than a real relationship within the larger population. Consequently, it appears that, for this group, time management practices may not be a key factor influencing

academic performance. This finding invites consideration of other potentially more significant influences, such as study habits, prior preparation, motivation, or learning environments. As a result, both educators and students may need to look beyond time management when aiming to improve academic outcomes, as efforts focused solely on enhancing these skills may have limited effects on grades.

Furthermore, this highlights the importance of conducting additional research on diverse populations and utilizing various measures to better understand the intricate relationship between time management and academic success, possibly examining mediating or moderating factors and incorporating qualitative perspectives.

A study conducted by Makiak and Nusron (2024) revealed that there was no significant link between time management and academic performance among university students, although motivation was found to have a strong positive correlation. In a similar vein, research by Bhattacharya et al. (2022) showed no significant connection between time management and academic success among university students at Sylhet Agricultural University. However, other studies provide differing conclusions. According to research published in the International Journal of Advance Research and Innovative Ideas in Education (2024), students generally acknowledge a relationship between effective time management and academic performance, with time planning being a crucial element.

Additionally, this study demonstrated a notable positive correlation between students' academic success and their time management abilities, a conclusion that aligns with findings by Basila (2015), referenced in the same 2024 article. These varying results suggest that the relationship between time management and academic performance may be intricate, shaped by different factors such as the context, the population involved, and the methods used to assess both time management and academic success.

The educational environment itself plays a significant role. For instance, the demands on a junior high school student, while considerable, differ significantly from those faced by a university student balancing a full course load, part-time work, and independent living (Liu et al., 2024). Cultural differences in academic expectations, parental involvement, and the inherent value placed on extracurricular activities can also alter how time is perceived and managed (Al-Qasim, 2020).

#### *Relationship between level of time management practices and level of participation in extra-curricular activities*

There was a high to very high relationship between respondents' level of time management practices and their level of participation in extra-curricular activities because the Pearson-r value was 0.706. This relationship was significant because the p-value of 0.000 was less than 0.05 alpha. The result implies that respondents' level of participation in extra-curricular activities was influenced by their level of time management practices.

The result implied a high to very high level of correlation, meaning that students who have effective time management abilities are likely to engage more frequently or in a greater number of extra-curricular activities. This further imply that we can assert that the correlation observed is not random and reflects a true relationship within the studied population. The implication of this finding is that a student's capacity to manage their time effectively seems to influence their participation in activities outside of their academic commitments. This underscores the potential of strong time management skills to positively impact not only

academic achievement but also student involvement in broader educational and developmental opportunities through extra-curricular activities. Therefore, teaching and promoting effective time management strategies could be an important method to enhance student engagement in these valuable activities.

Khan (2015) highlighted the beneficial relationship between effective time management and academic success, indicating that organized schedules enable students to juggle their studies with other commitments. In the same vein, Aduke (2015) pointed out that inadequate time management contributes to higher stress levels and diminished academic performance, suggesting that improved time management could create opportunities for extracurricular activities and alleviate stress from academic pressures. More recently, Mariano et al. (2022) noted that goal setting—a vital component of time management—gives students a sense of direction and motivation, which may encourage their participation in non-academic activities. Additionally, Razali et al. (2018) discovered that effectively prioritizing tasks, another essential time management skill, is associated with improved academic results, indicating that well-structured time can accommodate a wider range of activities without interfering with academic responsibilities. Together, these studies emphasize the significance of time management as a critical skill that not only boosts academic performance but also promotes increased engagement in the overall student experience.

By mastering time management, students cultivate a sense of control over their daily lives, which reduces stress, fosters self-discipline, and ultimately leads to more meaningful participation in all facets of school life, from focused study sessions to active involvement in clubs and community initiatives (Nord Anglia Education, 2024; CambriLearn, 2025; TimelyCare, n.d.; NSHSS, 2023).

#### *Relationship between respondents' level of academic performance and the level of participation in extra-curricular activities*

The researcher found that there was an indifferent or negligible relationship between respondents' level of academic performance and their level of participation in extra-curricular activities because the Pearson-r value was -0.013. This relationship was not significant because the p-value of 0.808 was greater than 0.05 alpha. The result implies that respondents' level of academic performance was not influenced by their level of participation in extra-curricular activities.

The result implied that, for the respondents in this study, their academic performance was not statistically affected by their level of participation in extracurricular activities. This finding invites further consideration regarding how students allocate their time and how institutions distribute resources. It also emphasizes that the lack of significant correlation with academic performance does not reduce the potential developmental advantages of engaging in extracurricular activities. Additionally, it highlights the need to consider individual differences, the specific types of activities and performance metrics involved, the contextual nature of the findings, and the possibility of conducting more comprehensive research to investigate the nuances of this relationship.

A study conducted in the Philippines by Paulino (2022) identified a strong positive connection between high school students' participation in extracurricular activities and their academic success, highlighting its significant impact on cognitive and emotional growth, as well as educational performance. Similarly, research by Palmer, et al., (2017) found that high school

students who engage in extracurricular activities generally achieve higher academic results. In support of this, Yang, Lin, and Stomski (2021) observed that participating in such activities is associated with better grades, improved test scores, and higher class attendance. On the other hand, some studies point to a more complex "threshold" effect, suggesting that moderate involvement can be advantageous, but excessive engagement may hinder academic concentration, as outlined in the "Threshold framework" reviewed by Donald (2023). Additional research has examined how various types of extracurricular activities may impact different facets of academic performance (Lipscomb, et al., 2017).

Overall, while the finding of a minimal relationship in Table 8 is noteworthy for that particular context, the broader research generally indicates a positive relationship between students' involvement in extracurricular activities and various academic success indicators, although the nature and intensity of this connection can be affected by several factors.

Therefore, while the specific finding in Table 8 offers a localized insight, it serves as a valuable reminder that the broader narrative of extracurricular benefits should always be considered with these moderating factors in mind, emphasizing the need for a balanced and well-supported approach to student development.

## CONCLUSIONS

The following conclusions were drawn based on the summary of findings of the results in the study:

The 359 participants in this study showed strong time management skills, performing well academically and actively participating in extracurriculars. Despite some specific challenges, these strong time management habits appear to help students succeed across their school activities.

The 359 participants effectively employ time management strategies, exhibiting high proficiency in planning and prioritization, execution and focus, flexibility and adaptability, as well as self-reflection and continuous improvement. The reported high proficiency in time management strategies across all indicators suggests that these junior high school students are well-equipped to navigate the demands of their academic and extracurricular lives. This bodes well for their current success and future development, highlighting the importance of fostering and supporting these skills in young learners.

Therefore, actively nurturing and reinforcing these time management competencies in young learners is not merely an educational best practice; it's an investment in their long-term capacity to thrive, adapt to challenges, and achieve their full potential in an ever-evolving world.

Participants actively participating in extra-curricular activities can manage and maintain their academic standing. active participation in extracurricular activities, when managed effectively, can be a positive factor in a student's ability to maintain their academic standing. The skills and experience gained through these activities can often complement and enhance academic performance, contributing to a well-rounded and successful junior high school experience. Beyond the structured curriculum, extracurricular activities serve as vital platforms for developing a diverse array of transferable skills that are highly beneficial for academic success.

Participants actively seek and participate in various clubs, organizations, sports, arts, or other non-curricular pursuits. This high level of involvement is concluded as a positive indicator of a well-rounded student body, potentially fostering the development of valuable skills such as



teamwork, leadership, time management, and social interaction. This proactive engagement in activities beyond the core curriculum speaks volumes about the students' initiative and desire for holistic development. It suggests that these junior high school students are not merely compliant with academic requirements but are actively investing in their personal growth and broader competencies. Ultimately, this collective and enthusiastic engagement reflects a vibrant and thriving student community that actively embraces opportunities for comprehensive personal growth, indicating a well-rounded educational experience that extends far beyond the classroom.

These challenges span from the fundamental struggle of balancing academic pursuits with personal lives to the nuanced impacts of extracurricular involvement, both positive and negative. The critical influence of school policies, institutional support systems, and the active engagement of stakeholders like parents, teachers, and counselors emerged as vital factors in shaping students' abilities to navigate these demands.

School policies play a foundational role by setting clear expectations and providing a structured framework. These can include academic eligibility requirements for extracurricular participation, guidelines for managing absences due to school-related activities, or even the careful scheduling of exams and events to minimize conflicts. Well-designed policies can prevent over-scheduling and ensure that academic priorities remain paramount, while also promoting the benefits of extracurricular engagement. Conversely, poorly conceived or absent policies can inadvertently create barriers or lead to student burnout.

The level to which students employ specific time management strategies does not appear to be a determining factor in their academic outcomes. While effective time management is often considered beneficial for academic success, this study's results imply that other factors may play more influential roles in shaping the academic performance of the respondents.

The findings of this study strongly suggest that the extent to which participants engaged in effective time management practices has a significant bearing on their level of involvement in extracurricular activities. This is concluded that individuals who are more adept at planning, organizing, and prioritizing their time are also more likely to actively participate in activities outside of their regular academic workload. Students who excel at planning (foreseeing upcoming demands and allocating appropriate time), organizing (structuring tasks and resources efficiently), and prioritizing (distinguishing between urgent and important tasks) are inherently better equipped to create the necessary mental and temporal space for extracurricular pursuits.

This study concludes that individuals who are more adept at planning, organizing, and prioritizing their time are also more likely to actively participate in activities outside of their regular academic workload. This isn't a mere coincidence; it reflects a deeper connection where effective time management acts as a facilitator for broader engagement.

## REFERENCES

- Ahmad, A. (2015). Extracurricular activities and their impact on students' performance in academics. *International Journal of Academic Research in Business and Social Sciences*, 5(2), 16–24.
- Al-Qasim, N. (2020). Cultural factors influencing academic performance: A case study approach. *Journal of Comparative Education Research*, 7(1), 55–67.
- Aduke, A. F. (2015). Time management and students' academic performance in higher institutions, Nigeria—A case study of Ekiti State. *International Journal of Educational Research and Development*, 4(3), 15–24.

- Aeon, B., Faber, A., & Panaccio, A. (2021). Time management and academic success: A meta-analytic review. *Journal of Educational Psychology*, 113(5), 863–880. <https://doi.org/10.1037/edu0000625>
- Basila, C. (2015). The impact of time management on student achievement. *Journal of Educational Research and Practice*, 5(1), 45–52.
- Bhattacharya, R., Haque, M., & Hossain, M. (2022). Time management and academic performance: Evidence from Sylhet Agricultural University students. *International Journal of Academic Studies*, 9(4), 213–220.
- CambriLearn. (2025). Benefits of time management for students. <https://www.cambrilearn.com/blog/time-management-for-students>
- Christison, C. (2016). Holistic development through extracurricular activities. *Journal of Student Success*, 8(2), 34–39.
- Donald, K. (2023). Threshold effects of extracurricular involvement: How much is too much? *Journal of Youth Development*, 14(1), 51–66.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2016). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.
- ERIC. (2021). Impact of time management on male student performance: University of New South Wales Study. *ERIC Digest*, 2021(4), 17–21.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Honor Society. (2023). The role of extracurricular activities in student development. <https://www.honorsociety.org/articles/importance-extracurricular-activities>
- International Journal of Advance Research and Innovative Ideas in Education. (2024). Time management strategies and academic achievement. *IJARIE*, 10(3), 2211–2220.
- Khan, M. A. (2015). Time management and academic achievement: A case study of students at a private university. *Journal of Business and Social Review in Emerging Economies*, 1(2), 109–114.
- Lipscomb, S., Parson, E., & Santos, M. (2017). Differentiated effects of extracurricular types on academic performance. *Journal of Educational Psychology*, 109(3), 303–317.
- Liu, H., Zhang, L., & Wang, Y. (2024). Academic pressure, time management, and stress among university students. *International Journal of Psychological Studies*, 16(1), 88–95.
- Makiak, A. & Nusron, A. (2024). Motivation and time management in relation to academic success. *Asian Journal of Contemporary Education*, 10(1), 45–53.
- Mariano, J., Delos Santos, R., & Lim, A. (2022). Goal-setting and student engagement: Exploring the motivation-behavior link. *Philippine Journal of Educational Measurement*, 3(2), 76–90.
- NASSP (National Association of Secondary School Principals). (n.d.). Why extracurricular activities matter. <https://www.nassp.org>
- Nord Anglia Education. (2024). Holistic education: The impact of time management and extracurriculars. <https://www.nordangliaeducation.com>
- NSHSS (National Society of High School Scholars). (2023). Effective time management for academic and personal growth. <https://www.nshss.org>

- Palmer, R., Elliott, D., & Cheatham, M. (2017). The influence of extracurricular activities on academic achievement. *Journal of College Student Development*, 58(1), 45–60.
- Paulino, R. D. (2022). A correlational study on academic performance and extracurricular involvement of Filipino high school students. *Journal of Philippine Education*, 34(2), 121–133.
- Pertiwi, L. A. (2022). Time management and student success: A structural equation model. *International Journal of Educational Research and Policy*, 9(3), 58–70.
- Razali, N. M., Madon, Z., & Hashim, N. (2018). The influence of time management on students' academic performance. *Malaysian Journal of Learning and Instruction*, 15(1), 223–246.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- TimelyCare. (n.d.). Time management and student well-being. <https://www.timelycare.com>
- Vispo, A., & Macalinao, S. (2024). The impact of extracurricular involvement on the academic performance of senior high school students. *Philippine Journal of Multidisciplinary Studies*, 12(1), 98–105.
- Yang, H., Lin, T., & Stomski, N. (2021). Extracurricular activities and academic performance: A global perspective. *Educational Review International*, 23(4), 288–305.