**LEARNING STRATEGIES AND TIME MANAGEMENT: IMPLICATIONS TO COLLEGE INTERNS’ ACADEMIC PERFORMANCE**



**ABSTRACT**

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| --- |
| **Aims:** This study investigated the implications among levels of learning strategies (cognitive strategies, metacognitive strategies, affective strategies, and social strategies), and time management (priotization, planning, procrastination and management) towards the academic performance among college interns.  **Study design:** A descriptive-correlational research design was used to investigate potential correlations among the variables.  **Place and Duration of Study:** The study was conducted at San Isidro College, Malaybalay City, Bukidnon, Philippines, during the academic year 2024–2025.  **Methodology:** A total of 60 college interns from the College of Nursing and related departments were selected through purposive sampling for a study assessing learning strategies and time management. The research instrument underwent expert validation to ensure reliability and validity before data collection. An adapted questionnaire was utilized to evaluate cognitive, metacognitive, affective, and social learning strategies, as well as time management aspects including prioritization, planning, procrastination, and management. A pilot test was conducted with the same group of interns, resulting in reliability coefficients ranging from α = .750 to α = .920. The academic performance of the interns was measured using their General Weighted Average (GWA) for the first semester of the 2024-2025 academic year. Descriptive statistics were applied to assess learning strategy and time management levels, while Pearson correlation analysis was employed to explore relationships among the variables.  **Results:** The findings indicated that college interns exhibited high levels of learning strategies, with cognitive strategies (*M = 4.07, SD = 0.80*), metacognitive strategies (*M = 4.12, SD = 0.81*), affective strategies (*M = 4.23, SD = 0.85*), and social strategies (*M = 4.07, SD = 0.93*), resulting in an overall mean of 4.11 (*SD = 0.50*). Furthermore, the time management dimension also demonstrated high levels across its various components, including prioritization (*M = 4.09, SD = 0.76*), planning (*M = 3.93, SD = 1.09*), procrastination (*M = 4.09, SD = 0.76*), and management *(M = 3.96, SD = 0.868*). The correlation analysis uncovered significant associations between learning strategies and academic performance; however, the learning strategies variable displayed a weak and negative correlation. In this context, the different sub-variables yielded cognitive strategies (*r = -0.406, P = .001*), metacognitive strategies (*r = -0.344, P = .007*), affective strategies (*r = -0.447, P = .003*), and social strategies (*r = -0.335, P = .009*). Similarly, for the time management variable, a significant relationship with academic performance was observed, yet time management showed weak and negative correlation, except for the procrastination variable which exhibited a moderate relationship with a positive but weak correlation. In this regard, various components were identified: prioritization (*r = -0.314, P = .0146*), planning (*r = -0.381, P = .003*), procrastination (*r = 0.04, P = .762*), and management (*r = -0.375, P = .003*).  **Conclusion:** The study concludes that college interns use learning techniques and time management skills to meet their academic obligations and goals, which have a strong connection to their academic success. The results imply that effective learning techniques and time management play a crucial role in the academic achievements of college interns as they apply these methods to their studies, assignments, and tasks within their colleges. |

*Keywords: college interns, correlation, learning strategies, time management, academic performance*

**1. INTRODUCTION**

Higher education is essential for fostering both academic achievement and personal growth by linking students to educators, peers, and important resources (Darling-Hammond et al., 2018). Recently, higher education institutions have placed a greater emphasis on internships as impactful educational practices that improve student employability (Hora et al., 2020). These internships provide hands-on learning experiences and are crucial for preparing students for their future careers. As internships become increasingly prevalent, the demand for effective learning techniques and robust time management skills has grown, particularly among students juggling both academic and internship commitments. Learning and teaching strategy is a person’s approach to learning and using information. Students and teachers use learning and teaching strategies to help them understand information and solve problems. Students or teachers who do not know the use of good learning and teaching strategies often learn and teach passively and ultimately fail in school. Learning strategy instruction focuses on making students more active by teaching them how to learn and how to use what they have learned to be successful (Joseph, 2009; Nithiya et al. 2021; Gengle et al. 2016).

To thrive in academic environments, students need to employ effective learning techniques such as active participation, teamwork, and self-evaluation, which enhance understanding and retention (Almoslamani, 2022). Moreover, time management is vital for balancing academic obligations with extracurricular pursuits, part-time employment, and internships. Students who can establish goals, prioritize activities, and manage their time effectively are more likely to remain productive, minimize stress, and succeed academically (Alyami et al., 2021). Nonetheless, academic performance can still be hindered by external challenges such as inadequate family support, heavy workloads, and a lack of resources, especially for those trying to balance work and study. Recognizing and understanding the diverse factors that contribute to academic success is vital for the development of effective support mechanisms that can enhance student performance and well-being (Rožman et al., 2025; Franzén et al., 2021; Li et al., 2023).

While prior research has looked into the impacts of learning strategies, time management, and academic performance individually or in various combinations, limited studies have focused specifically on college interns. For example, Adams et al. (2019) investigated the connection between time management and academic success but did not examine learning strategies or the distinct experiences of working students. Likewise, Rakovic et al. (2023) examined all three variables but did not specifically target college interns as their population. Addressing this gap, the current study seeks to examine the relationships among learning strategies, time management, and academic performance within the framework of academic internships, thereby enhancing our understanding of student success in experiential learning contexts.

The study sought to address the following questions:

1. What are the levels of learning strategies employed by college interns in terms of:
   1. Cognitive strategies;
   2. Metacognitive strategies;
   3. Affective strategies; and
   4. Social strategies?
2. What is the college interns’ level of time management in terms of:
   1. Prioritization;

2.2 Planning;

2.3 Procrastination; and

2.4 Management?

1. What is the college interns’ academic performance level?
2. Is there a relationship between college interns’ learning strategies, time management, and academic performance?

**1.1 Hypothesis of the Study**

HO1: There is no significant relationship between college working interns’ learning strategies, time management, and academic performance.

**1.2 Scope and Delimitation of the Study**

The study examined the learning strategies, time management, and academic performance of working college students of San Isidro College, Impalambong, Malaybalay City, Bukidnon, Philippines, during the school year 2024-2025. Participants were chosen based on their willingness and their engagement in both part-time work and academic commitments. The study used a quantitative descriptive correlational design, and purposive sampling to select the potential participants for the study. Moreover, the researchers used an adapted and researcher-made questionnaire to accumulate essential and valuable data for this study.

**2. material and methods**

**2.1 Research Design**

This study utilized a quantitative descriptive-correlational design to explore the relationship between learning strategies and time management and its correlation to the academic performance of college interns. With the use of this method, it allowed a systematic measurement and analysis of data, helping to identify the correlation between the variables of learning strategies, in terms of cognitive strategies, metacognitive strategies, affective strategies and, social strategies, as well as time management in terms of prioritization, planning, procrastination, and management, in relation to the academic performance among college interns.

**2.2 Research Participants and Sampling Procedure**

The study used purposive sampling to purposefully select the participants, particularly the fourth-year college interns at San Isidro College. The participant selection process involved providing pre-survey questionnaires to select and determine the validity and reliability of the survey questionnaire. Selected participants must meet the following criteria: College students who are enrolled in San Isidro College who have undergone their internship in the school year 2024-2025.

**2.3 Research Instrument**

The study utilized a validated, adapted and researcher-made questionnaire to obtain the required data for the study’s objectives. The questionnaire for learning strategies and time management was adapted from Bernsetin(2017). This was aligned to assess the levels of learning strategies and time management. Both learning strategies and time management utilized a Five-point Likert scale.

**2.4 Validity and Reliability of Instruments**

To ensure the validity of the research instruments, experts were consulted for validation. The adapted and researcher-made questionnaire was reviewed by the research advisers to assess its clarity, relevance, and appropriateness in measuring the intended variables. Moreover, the researchers conducted a pilot test involving 60 college interns in both schools of Education and Nursing carried out at San Augustine Institute of Technology in Valencia City, Bukidnon, to evaluate the validity and reliability of the questionnaire. The responses of the non-participants were analyzed using Cronbach's alpha, which resulted in a reliability coefficient of *(α = 0.858 α =0.846, α =0.905, α =0.881, α =0.902, α =0.924, α =0.842 and α =0.900).*

**2.5 Data Gathering Procedure**

Prior to gathering any data, the researchers secured formal authorization to carry out the study by submitting a letter and receiving approval from the Principal of IBED and the Deans of the Nursing and Education departments. Subsequently, the researchers handed out informed consent forms to all potential participants. These forms outlined the study's purpose, the research methods intended to be utilized, the rights of the participants, and the measures in place to ensure confidentiality and safeguard their privacy. Additionally, the forms included an area for participants to raise questions or express any concerns before consenting to take part in the study. Participation was validated by the signing of the consent forms, which represented each individual's voluntary agreement to participate.

**2.5 Scoring Procedure**

To evaluate the participants' level of learning strategies and time management, the study utilized a Five-point Likert scale as the scoring system. The first variable has an overall of 60 items for Learning Strategies, and it is divided into four sub-variables. There are (15) Cognitive Strategies, (15) Metacognitive Strategies, (15) Social Strategies, and (15) Affective Strategies.

Moreover, the second variable has an overall 48 items for Time Management, which was categorized into four sub-variables. There are (15) for Prioritization, (11) Planning, (13) Procrastination and (9) Management.

**Interpretation Scale on College Interns’ Level of their Learning Strategies and Time Management**

|  |  |  |
| --- | --- | --- |
| **SCALE** | **RANGE** | **INTERPRETATION** |
| 5 | 4.51-5.00 | Very High |
| 4 | 3.51-4.50 | High |
| 3 | 2.51-3.50 | Moderate |
| 2 | 1.51-2.50 | Low |
| 1 | 1.00-1.50 | Very Low |

*\*This table presents the scale, range, and interpretation used to score the college interns' responses regarding learning strategies adapted from Bernstein (2017).*

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| --- | --- | --- |
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**2.6 Statistical Treatment**

For problem 1, descriptive statistics such as frequency counts, percentages, means, and standard deviations were utilized to examine the learning strategies, time management, and academic performance of college interns.

For problem 2, paired sample inferential statistics were used to analyze the learning strategies, time management, and academic performance of college interns..

For problem 3, inferential statistics employing Pearson R correlation were leveraged to explore the relationship between learning strategies, time management, and academic performance among college interns.

**3. results and discussion**

**Table 3.1 College Interns’ Level of Learning Strategies**

**Table 1. Frequency, Percentage and Mean Distribution of the Extent of the Participants’ Learning Strategies (Cognitive Strategies)**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **COGNITIVE STRATEGIES** | **Mean** | **SD** | **Interpretation** |
| 1. I frequently take notes during lectures to support learning. | 4.15 | 0.98 | High |
| 2. I engage in discussions with peers to deepen my understanding of the lesson. | 4.31 | 0.70 | High |
| 3. I actively summarize information in my own words while studying. | 4.15 | 0.67 | High |
| 4. I break down complex information into simpler parts for easier comprehension. | 4.29 | 0.62 | High |
| 5. I find that efficient time management enables me to balance my internship and academic obligations. | 4.27 | 0.81 | High |
| 6. I frequently ask my instructors or supervisors for input to raise my academic standing. | 3.71 | 0.93 | High |
| 7. I use visualization techniques to help me understand difficult topics in my schoolwork. | 4.14 | 0.86 | High |
| 8. I use visual tools like charts and diagrams to help me remember information better | 3.73 | 0.87 | High |
| 9. I assess my learning processes regularly to identify areas that require improvement. | 4.03 | 0.74 | High |
| 10. I set clear academic goals that keep me on task and increase my performance. | 4.25 | 0.60 | High |
| 11. I find my academic performance is greatly improved when I use cognitive techniques. | 3.97 | 0.79 | High |
| 12. I often evaluate my comprehension of the subject matter using self-testing methods. | 3.93 | 0.74 | High |
| 13. I employ mnemonic methods to help me remember important information. | 3.97 | 0.85 | High |
| 14. I frequently consider assignment feedback to improve my learning strategies. | 4.00 | 0.97 | High |
| 15. I adapt my study techniques according to the kind of material I'm studying (e.g., theoretical vs. practical). | 4.14 | 0.73 | High |
| **OVERALL MEAN:** | **4.07** | **0.80** | **High** |

Table 1 indicates that college interns typically demonstrate strong use of cognitive strategies, with an average score of 4.07. The three highest mean scores—4.31, 4.29, and 4.25—point to their strengths in interacting with peers, distilling complex information, and establishing clear academic goals. These actions showcase a high level of cognitive involvement and are essential factors in their academic achievements.

This evidence is corroborated by Dinsmore et al. (2019), who observed that working college interns tend to employ cognitive strategies that enhance their learning experiences. By utilizing a range of study methods, such as organizing information and setting goals, interns can successfully manage their academic duties and bolster their performance.

Conversely, the lowest mean scores—3.71, 3.73, and 3.93—indicate that some college interns might be less active in striving to enhance their academic performance. A significant number do not see the benefit of employing visual aids, like charts and diagrams, and instead depend on more conventional approaches. This finding aligns with Jantos et al. (2023), who noted that although self-testing methods, such as flashcards and practice exams, are rarely used, they can significantly enhance engagement and learning outcomes when effectively implemented.

**Table 2. Frequency, Percentage, and Mean Distribution of the Extent of the Participants’ Learning Strategies (Metacognitive Strategies)**

|  |  |  |  |
| --- | --- | --- | --- |
| **METACOGNITIVE STRATEGIES** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. I ask myself periodically if I am meeting my goals. | 4.03 | 0.77 | High |
| 2. I consider several alternatives to a problem before I answer. | 4.19 | 0.68 | High |
| 3. I ask others for help when I don’t understand something. | 4.27 | 0.93 | High |
| 4. I often ask myself questions about the lesson to enhance my understanding. | 4.25 | 0.73 | High |
| 5. I reflect on my learning experiences to identify what strategies worked well and what didn’t. | 4.20 | 0.87 | High |
| 6. I establish clear academic objectives for myself before beginning a new subject or assignment. | 4.05 | 0.71 | High |
| 7. I keep an eye on my comprehension while I'm studying to see if I need to modify my strategy. | 4.19 | 0.54 | High |
| 8. I adjust my study plans based on previous performance outcomes (e.g., test scores). | 4.20 | 0.71 | High |
| 9. I seek feedback from others about my understanding of course material. | 4.03 | 0.83 | High |
| 10. I set aside time for self-reflection after completing major assignments or exams. | 3.86 | 0.84 | High |
| 11. When faced with difficulties, I analyze what went wrong and how to improve next time. | 4.25 | 0.80 | High |
| 12. I create checklists for tasks to ensure all steps are completed effectively. | 3.85 | 1.05 | High |
| 13. I use goal-setting techniques (like SMART goals) to structure my academic objectives. | 4.22 | 0.81 | High |
| 14. I often reflect on my emotional response to improve my study habits. | 4.22 | 0.77 | High |
| 15. I use positive self-talk to motivate myself during difficult academic tasks. | 4.02 | 0.92 | High |
| **OVERALL MEAN:** | **4.12** | **0.81** | High |

Table 2 presents a high average score (4.12) for the employment of metacognitive strategies among college interns, with the top scores (4.27, 4.25, 4.25) linked to seeking assistance, evaluating errors, and posing questions to enhance comprehension. These results are consistent with Galeano et al. (2020), who described metacognitive methods such as planning, monitoring, self-assessment, and reflection. Interns utilize these strategies throughout their internships, often impacted by emotional factors. Acosta-Gonzaga et al. (2021) highlighted that positive emotions enhance the effectiveness of blended learning, while motivations and academic incentives are associated with the use of metacognitive strategies in both hybrid and traditional settings, despite the presence of negative emotions.

The three lowest scores (3.85, 3.86, 4.02) indicate that interns are less reliable in terms of planning and maintaining positive self-dialogue. This suggests that they may prefer less structured days during their internship experiences. Aziz et al. (2019) corroborate this, indicating that students often prefer problem-solving and support strategies over comprehensive approaches, with higher-achieving students employing metacognitive strategies more frequently.

**Table 3. Frequency, Percentage, and Mean Distribution of the Extent of the Participants’ Learning Strategies (Affective Strategies)**

|  |  |  |  |
| --- | --- | --- | --- |
| **AFFECTIVE STRATEGIES** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. I am aware of my emotional state when facing academic challenges. | 4.61 | 0.69 | High |
| 2. I effectively manage my emotions to reduce anxiety during exams or presentations. | 4.14 | 0.76 | High |
| 3. I share my feelings with friends or family to help me cope with academic stress. | 3.89 | 1.01 | High |
| 4. I often reflect on my emotional response to improve my study habits. | 4.19 | 0.79 | High |
| 5. I use positive self-talk to motivate myself during difficult academic tasks. | 4.42 | 0.84 | High |
| 6. When feeling overwhelmed, I take breaks to regain focus and reduce stress. | 4.58 | 0.69 | High |
| 7. I practice mindfulness techniques (like meditation) to maintain emotional balance while studying. | 4.44 | 0.74 | High |
| 8. I set realistic expectations to help me manage feelings of frustration with schoolwork. | 4.31 | 0.86 | High |
| 9. I engage in physical activity to help me cope with academic pressures effectively | 4.14 | 1.10 | High |
| 10. I set realistic expectations to help me manage feelings of frustration with schoolwork. | 4.36 | 0.76 | High |
| 11. I celebrate small achievements to boost my motivation and emotional well-being | 4.39 | 0.96 | High |
| 12. I keep a journal to help me process emotions related to academic challenges. | 3.92 | 0.99 | High |
| 13. I develop a support network crucial for managing stress during busy periods | 4.00 | 0.956 | High |
| 14. I visualize success before exams or presentations reduces anxiety for me. | 4.00 | 0.94 | High |
| 15. I maintain a healthy work-life balance important for managing emotional health. | 4.00 | 0.72 | High |
| **OVERALL MEAN:** | **4.23** | **0.85** | **High** |

Table 3 shows that college interns exhibit a strong tendency to use effective strategies, reporting an overall average of 4.23. The highest ratings—4.61, 4.58, and 4.44—indicate that interns are attentive to their emotions when encountering academic obstacles. This emotional awareness correlates with enhanced academic involvement and self-regulation. Research conducted by Clabaugh et al. (2021) and Sabri et al. (2019) supports the significance of emotional strategies such as journaling and self-reflection in improving learning and academic achievement. Additionally, interns noted employing mindfulness practices to sustain emotional balance, which is linked to better cognitive efficacy (McBride et al., 2021).

Conversely, the lower mean scores—4.00, 3.92, and 3.89—point out areas where some interns face difficulties, including establishing support networks, managing anxiety, and juggling academic responsibilities with personal life. These results indicate that while interns possess emotional awareness, many still struggle with efficient stress management techniques. Halat et al. (2023) suggest that institutions provide resources like time management and mental health workshops to better assist students' emotional health.

The findings also reveal that some interns tend to avoid processing their emotions through journaling or reaching out for support from friends or family. This avoidance may be due to personal or familial factors that restrict emotional expression, adversely affecting academic performance. Addressing these emotional deficits could enhance both mental health and academic results.

**Table 4.** **Frequency, Percentage, and Mean Distribution of the Extent of the Participants’ Learning Strategies (Social Strategies)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SOCIAL STRATEGIES** | **Mean** | **Standard Deviation** | **Interpretation** |  |
| 1. I actively seek support from friends and family when balancing work and studies | 4.02 | 1.01 | High |  |
| 2. Socializing with friends and family at work has helped me in my academic pursuits. | 4.19 | 0.78 | High |  |
| 3. I participate in study groups to enhance my understanding of course material. | 3.98 | 1.01 | High |  |
| 4. My internship provides opportunities to meet new people who can assist me academically. | 4.39 | 0.72 | High |  |
| 5. I feel comfortable discussing academic challenges with my colleagues. | 4.20 | 0.91 | High |  |
| 6. I network with peers enhance my learning experience and provide additional resources for study support | 4.03 | 0.95 | High |  |
| 7. I collaborate on projects with classmates improves both our performances academically and socially. | 4.19 | 0.84 | High |  |
| 8. Attending academic workshops or seminars allows me to connect with others who share similar goals and challenges | 4.10 | 0.96 | High |  |
| 9. I have mentors in both work and school settings that positively influence my academic performance. | 3.80 | 1.08 | High |  |
| 10. I engage in extracurricular activities to help build relationships. | 3.80 | 1.11 | High |  |
| 11. I share resources (like notes or study materials) with classmates to foster a collaborative learning environment | 4.20 | 0.87 | High |  |
| 12. I discuss complex topics with peers to clarify misunderstandings and deepen knowledge retention. | 4.03 | 0.85 | High |  |
| 13. I build relationships with professors to enhance engagement and motivation in their courses significantly. | 3.93 | 0.94 | High |  |
| 14. I utilize social media platforms for educational purposes to expand my network of support. | 4.05 | 0.97 | High |  |
| 15. I actively seek support from friends and family when balancing work and studies. | 4.15 | 0.90 | High |  |
| **OVERALL MEAN:** | **4.07** | **0.93** | **High** |  |

Table 4 displays the findings related to the social strategies of college interns, revealing a notable overall mean of 4.07. The top three scores—4.39, 4.20, and 4.20—indicate that internships create opportunities for students to connect with new individuals, contributing to their comfort in discussing academic challenges and sharing resources. This demonstrates their willingness to collaborate, which benefits both academic achievement and mental health (Summer et al., 2023).

The lowest scores—3.98, 3.93, and 3.80—point to areas needing enhancement, such as insufficient interaction with faculty members. Although internships foster social learning (Sumarni et al., 2021), the results imply that stronger connections between students and faculty could further improve outcomes (Ingraham et al., 2018).

The results indicate that college interns frequently utilize a range of learning strategies, with the majority falling within the “high” category. Of the four types examined, affective strategies achieved the highest mean (4.23), underscoring the significance of emotional awareness and regulation in addressing academic challenges.

**Table 5. Summary table of the college interns learning strategies (Cognitive Strategies, Metacognitive Strategies, Affective Strategies, Social)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dimensions** | **Mean** | **SD** | **Interpretation** |
| Cognitive | 4.07 | 0.80 | High |
| Metacognitive | 4.12 | 0.81 | High |
| Affective | 4.23 | 0.85 | High |
| Social | 4.07 | 0.93 | High |
| **Total** |  |  |  |
| Overall Mean | 4.11 |  |  |
| Interpretation | High |  |  |
| SD | 0.50 |  |  |

In summary for learning strategies, designated sub-variables garnered (4.07, 4.12, 4.23, and 4.07) that resulted in the overall mean of (4.11). The interpretation was shown as “high” since all variables consisted of “high” results of interpretation based on the analyzed data. These signify the utilization of college interns in maximizing their capabilities to use learning strategies for their academic endeavours.

**Table 6 Frequency, Percentage and Mean Distribution of the Extent of the Participants’ Time Management (Prioritization)**

|  |  |  |  |
| --- | --- | --- | --- |
| **PRIORITIZATION** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. I prioritize tasks based on their importance | 4.54 | 0.63 | High |
| 2. I prioritize my academic assignments over extracurricular activities | 4.25 | 0.69 | High |
| 3. I prioritize studying for exams over my other activities | 4.10 | 0.78 | High |
| 4. I believe that effective use of prioritization is beneficial to academic success | 4.41 | 0.62 | High |
| 5. I often feel that external pressures like deadlines or social obligations cause me to reconsider my priorities. | 4.22 | 0.79 | High |
| 6. I have faith in my capacity to oversee several projects concurrently. | 4.00 | 0.91 | High |
| 7. I use tools to help me prioritize my job, such as apps or calendars. | 3.90 | 0.96 | High |
| 8. I constantly assess and revise my priorities during the day. | 4.05 | 0.78 | High |
| 9. I make sure to express my priorities to everyone when I work in a group. | 3.92 | 0.92 | High |
| 10. I have no problem saying “no” to less crucial chores that conflict with my priorities. | 4.08 | 0.86 | High |
| 11. I frequently evaluate my priorities to make sure they support my objectives. | 4.02 | 0.88 | High |
| 12. I find that setting work priorities helps me feel less stressed. | 4.10 | 0.90 | High |
| 13. I can concentrate on important things without becoming sidetracked by less important ones. | 3.95 | 0.84 | High |
| 14. I ask others for their opinions to assist me decide what should be prioritized. | 3.86 | 1.11 | High |
| 15. I think that setting priorities well really increases my output. | 4.36 | 0.58 | High |
| **OVERALL MEAN:** | **4.09** | **0.76** | **High** |

Table 10 shows the overall results from the analysis of college interns’ management based on levels of their time management gathered an overall mean of 3.96 which is classified as a high level of management. With an overall mean of 3.96, the data shows that college interns typically demonstrate "high" in terms of management as a sub-aspect of time management. The top three highest means are 4.39, 3.95 and 3.93. The findings highlight the interns' belief that time management allows for a good balance between job, study, and leisure.

Moreover, establishing self-imposed deadlines shows that they are taking a proactive approach to time management improvement. A notable study that can be aligned with the findings elaborates that even though time management is known to be crucial for academic performance, most research on the subject has moved forward without taking into account a thorough theoretical framework that would explain how it relates to students' engagement, learning, or accomplishment. We contend that the rich conceptual framework required to comprehend college students' time management and to direct studies looking into its connection to academic achievement is provided by self-regulated learning (Wolters et al., 2020). The outcomes could significantly pose valuable information with regards to formulating for college students, specifically for college interns’ involvement and relationship of their time management and academic performance.

Conversely, the top three lowest mean scores (3.68, 3.90 and 3.90) specify the indication that a possible area for development: scheduling time for daily reflection and planning. This implies that although interns are generally adept at time management, setting out a particular time for introspection and strategic planning could be difficult. Furthermore, their time management abilities and feeling in control of how their time is spent each day. These results suggest that even though interns recognize the value of time management, some may still find it difficult to regularly incorporate reflective techniques into their daily schedules.

**Table 7 Frequency, Percentage, and Mean Distribution of the Extent of the Participants’ Time Management (Planning)**

|  |  |  |  |
| --- | --- | --- | --- |
| **PLANNING** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. I make a list of the things that I have to do each day. | 3.73 | 1.06 | High |
| 2. I make a schedule of the activities that I have to do on work days. | 3.88 | 0.97 | High |
| 3. I plan the day before I start it. | 4.08 | 0.95 | High |
| 4. I write a set of goals for myself for each day. | 3.76 | 1.00 | High |
| 5. I have a set of goals for the entire quarter. | 3.75 | 0.98 | High |
| 6. I use tools to help me plan, such as digital applications or planners. | 3.80 | 1.10 | High |
| 7. I dedicate a specified amount of time each day to planning and introspection. | 3.73 | 1.03 | High |
| 8. When I plan, I divide more complex tasks into smaller, more doable steps. | 4.00 | 0.87 | High |
| 9. I keep track of all the critical dates (such meetings and deadlines) in one location. | 4.14 | 0.96 | High |
| 10. I frequently assess how well my planning techniques are working. | 4.00 | 1.00 | High |
| 11. I think a big part of my success comes from careful planning. | 4.29 | 0.79 | High |
| **OVERALL MEAN:** | **3.93** | **1.09** | High |

Table 7 shows an overall mean of 3.93 which is classified as “high” which indicates that college interns have a high level of planning. As implied in the table’s results of the college interns’ planning are based on levels of their time management. The top three highest means are 4.29, 4.00 and 4.00. The role of planning is part of practising effective time management. The study of Majini et al., (2023) relates to the research’s findings, the crucial role of effective time management in influencing work-life balance. As the demands of both work and personal life continue to grow, individuals face heightened pressure to efficiently allocate their time and resources to various activities. Time management increases productivity, reduces stress levels and enhances overall well-being. The ability to prioritize tasks, set realistic goals and allocate time appropriately contributes to improved work efficiency. Moreover, it precisely indicates that college interns utilize many productivity tools thus having high planning in order to aid them in their daily academic life as well as to keep them track of all the critical dates such as meetings and deadlines. A corresponding study by Gulua et al. (2022) links to the findings specifying the reason that to find out how consciously the students manage their time budget, they asked them if they were planning their day, week, month, and year. The findings indicated that 60% of students frequently plan their days, 45% their weeks, 26% their months, and 20% their years. Of those surveyed, only 8% never plan their day, 11% their week, 34% their month, and 48% their year. Although there are a lot of planner students, the survey found that only 15% of respondents had enough time to complete the tasks they had previously planned without having to postpone their scheduled activities. The percentage shows the amount of students’ population that plan their day or not, which potentially aligns with college interns’ specific interns that do plan their day while fulfilling their academic endeavours.

Shifting into the perspective of the top three lowest means, these are 3.76, 3.73 and 3.73. It specifically points to a lack of self-analysis during the day, as well as a lack of understanding of their importance. However, the most common theme seen is the lack of goal-setting in college interns, a study by Alhadabi et al., (2019) connects to the outcomes since it had been found that, setting goals, it makes it more focused on activities, enhancing motivation, and developing skills as well as academic performance.

**Table 8 Frequency, Percentage and Mean Distribution of the Extent of the Participants’ Time Management (Procrastination)**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROCRASTINATION** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. I procrastinate my academic tasks despite not having a more important thing to do. | 3.47 | 0.97 | Moderate |
| 2. I procrastinate my academic tasks to the last minute as I am an unplanned person | 3.37 | 1.16 | Moderate |
| 3. I procrastinate the tasks like doing the assignments or studying for an exam because I have a low level of concentration for studying. | 3.32 | 1.14 | Moderate |
| 4. I procrastinate studying for the exams to the last day because of unnecessary reasons. | 3.12 | 1.08 | Moderate |
| 5. I procrastinate my academic tasks until another day as there is no motivating force that will activate me. | 3.17 | 1.10 | High |
| 6. I leave fulfilling academic tasks to the last day as I do not arrange them according to their priorities. | 3.05 | 1.12 | Moderate |
| 7. I am not willing to do the assignments even when the due is close. | 2.61 | 1.20 | Moderate |
| 8. I quickly start doing assignments that require much time. | 3.83 | 0.85 | Moderate |
| 9. I quickly start and finish academic tasks that are easy to do. | 3.95 | 1.02 | High |
| 10. I do the academic tasks that require thinking over on time as I love them. | 3.78 | 0.97 | High |
| 11. I do the assignments that I can handle on time. | 4.14 | 0.88 | High |
| 12. I quickly do the assignments that I enjoy doing. | 4.12 | 0.95 | High |
| 13. I do the academic tasks on time even if they are difficult. | 3.81 | 1.03 | High |
| **OVERALL MEAN:** | **4.09** | **0.76** | **Moderate** |

Table 8 showcases the analysis of procrastination among college interns, revealing an average mean of 4.09, which is categorized as a "moderate" level. The highest mean scores—4.14, 4.12, and 4.12—indicate that interns are less likely to procrastinate when they find tasks enjoyable, easy, or manageable within a suitable time frame, which aligns with the findings of Zhang et al. (2019).

These outcomes are consistent with the observations of Hailikari et al. (2021), who pointed out that procrastination can have adverse effects on students' academic performance and overall well-being. Interns seem to be more involved when facing tasks that fall within their comfort level, which diminishes the chances of postponing these tasks.

The lowest mean scores—2.61, 3.12, and 3.17—are linked to a rise in procrastination, particularly as deadlines approach. This suggests that poor time management plays a role in delays when tackling more difficult or less appealing assignments.

Supporting research, including studies by Korstange et al. (2019) and Araya-Castillo et al. (2023), highlights that procrastination is prevalent among students and tends to persist even with cautionary advice. This tendency, marked by postponing or neglecting to complete tasks, continues to negatively influence academic achievement.

**Table 9 Frequency, Percentage and Mean Distribution of the Extent of the Participants’ Time Management (Management)**

|  |  |  |  |
| --- | --- | --- | --- |
| **MANAGEMENT** | **Mean** | **Standard Deviation** | **Interpretation** |
| 1. I handle the time necessary to fulfill the deadlines for my academic work | 3.93 | 0.90 | High |
| 2. I manage my time to balance academic responsibilities and personal activities. | 3.93 | 0.90 | High |
| 3. I set aside time for introspection and planning every day. | 3.68 | 0.99 | High |
| 4. I divide more complex jobs into smaller, more doable ones. | 3.93 | 0.91 | High |
| 5. I feel like I have control over how I spend my time every day. | 3.90 | 0.89 | High |
| 6. I often assess my time management skills. | 3.90 | 0.94 | High |
| 7. I set deadlines for myself, even when none are provided. | 3.95 | 0.96 | High |
| 8. I frequently consider how I can do better at managing my time. | 4.03 | 0.89 | High |
| 9. Time management has allowed me to maintain a healthy balance between work, study, and leisure activities. | 4.39 | 0.70 | High |
| **OVERALL MEAN:** | **3.96** | **0.87** | High |

Table 9 demonstrates that college interns exhibited a strong level of management, achieving an overall mean score of 3.96. The highest three mean scores—4.39, 3.95, and 3.93—indicate that the interns believe effective time management aids in balancing their work, studies, and leisure activities. Their application of self-imposed deadlines reflects a proactive attitude toward enhancing their time management skills.

These findings are consistent with Wolters et al. (2020), who assert that a solid theoretical framework, such as self-regulated learning, is essential for understanding time management among college students and its influence on engagement and academic success. The results reinforce the notion that time management is vital in influencing interns' academic achievement and overall educational experience.

On the other hand, the lowest mean scores—3.68, 3.90, and 3.90—highlight areas needing improvement, especially concerning allocating time for daily reflection and planning. This suggests that while interns typically manage.

**Table 10. Summary table of the college interns Time Management (Prioritization, Planning, Procrastination, Management)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dimensions** | **Mean** | **SD** | **Interpretation** |
| Prioritization | 4.09 | 0.76 | High |
| Planning | 4.09 | 1.09 | High |
| Procrastination | 4.09 | 0.76 | High |
| Management | 3.96 | 0.86 | High |
| **Total** |  |  |  |
| Overall Mean | 4.06 |  |  |
| Interpretation | High |  |  |
| SD | 0.056 |  |  |

To summarize the findings regarding the time management skills of college interns, each sub-variable related to time management achieved means of 4.09, 4.09, 4.09, and 3.96, leading to an overall average of 4.06. Additionally, this indicates a "high" interpretation of the various sub-variables related to time management. However, the sub-variable of procrastination received a "moderate" interpretation.

**Table 11. Correlation of Learning Strategies and Time Management**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions** | | **Mean** | **r-value** | **p-value** | **Interpretation** |
| Cognitive Strategies | **LEARNING STRATEGIES** | 4.07 | -0.4056 | .001328 | significant correlation |
| Metacognitive Strategies | 4.12 | -0.3442 | .007119 | significant correlation |
| Affective Strategies | 4.07 | -0.4468 | .000355 | significant correlation |
| Social Strategies | 4.23 | -0.3349 | .009105 | significant correlation |

Table 11 illustrates the link between learning strategies and the academic performance of college interns. The examination concentrated on four categories of learning strategies: cognitive, metacognitive, affective, and social. Each of these strategies exhibited a weak and negative association with academic performance, as indicated by a descriptive correlational analysis. Despite the weak associations, the findings also pointed to a statistically significant relationship between learning strategies and academic performance, highlighting their relevance in higher education.

Cognitive strategies revealed a correlation coefficient of R = -0.4056, denoting a very weak and negative association with academic performance. This implies that while college interns utilize cognitive strategies—such as processing information and organizing tasks—their use alone does not strongly forecast academic success. Nevertheless, the significant correlation suggests that the application of cognitive strategies still carries some importance and should not be disregarded when striving for improved academic outcomes.

Metacognitive strategies yielded a correlation coefficient of R = 0.3442, which also indicates a very weak negative correlation. This suggests that self-regulation practices, like planning, monitoring, and assessing one’s learning methods, may not directly enhance academic performance, though they remain significantly related. Affective strategies exhibited a comparable trend, with a coefficient of R = 0.4468, signifying a weak and negative but statistically significant correlation. These results underscore that managing one’s emotions and motivation has a subtle yet crucial influence on academic achievement.

Finally, social strategies recorded a correlation coefficient of R = 0.3349, reflecting a weak negative association with academic performance. Nonetheless, the significant relationship highlights the necessity to consider the effects of interpersonal learning approaches, such as cooperation and group work. Supporting research backs these findings, including studies by Fogel (2022) and Terlecki et al. (2018), which emphasize the significance of various techniques like note-taking, time management, and collaborative studying. These strategies, though not strongly predictive on their own, collectively contribute to enhanced academic performance and personal growth.

To further strengthen the finding’s alignment, the study of Neroni et al. (2019) specifies that for college students enrolled on campus, the importance of learning strategies in achieving academic achievement has been extensively studied.

**Table 12. Correlation of Time Management and Learning Strategies**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dimensions | | Mean | r-value | p-value | Interpretation |
| Prioritization | **TIME MANAGEMENT** | 4.09 | -0.3144 | .014557 | significant correlation |
| Planning | 3.93 | -0.3809 | .002747 | significant correlation |
| Procrastination | 4.09 | 0.04 | .761553 | not significant |
| Management | 3.96 | -0.3747 | .003243 | significant correlation |

Table 12 examines the relationship between time management and academic performance among college interns by categorizing time management into four sub-variables: prioritization, planning, procrastination, and overall management. The results revealed generally weak but showed a positive correlation between time management practices and academic achievement, with each variable analyzed for its specific impact.

Prioritization demonstrated a statistically significant correlation coefficient (*r* = 0.3144), indicating that students who focus on essential academic tasks and deadlines tend to achieve better academic outcomes. This finding highlights the importance of strategically managing academic responsibilities to enhance performance.

Planning showed a slightly stronger correlation (*r* = 0.3809), also statistically significant, suggesting that students who organize their responsibilities and establish clear academic timelines are more likely to succeed. This underscores the positive influence of structured planning on academic achievement.

Procrastination, by contrast, exhibited a minimal and statistically insignificant correlation (*r* = 0.04), suggesting a negligible impact on academic performance. Meanwhile, the overall management category, which encompasses broader time management skills such as scheduling and workload balancing, yielded a weak but significant positive correlation (*r* = 0.3747). These findings align with Napoles et al. (2023), who concluded that while general time management may not be a critical predictor of academic success, specific practices such as prioritization and planning are influential, whereas procrastination appears to have little effect.

**Conclusion**

The study concludes that college interns use learning techniques and time management skills to meet their academic obligations and goals, which have a strong connection to their academic success. The results imply that effective learning techniques and time management play a crucial role in the academic achievements of college interns as they apply these methods to their studies, assignments, and tasks within their colleges.

Consent

As per international standards or university standards, Participants’ written consent has been collected and preserved by the author(s).

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**Definitions, Acronyms, Abbreviations**

**Affective Strategies**. It is defined as relating to, arising from, or influencing feelings or emotions (Merriam Webster Dictionary, 2024). In this study, affective strategies involve managing both positive and negative emotions of college interns.

**Cognitive Strategies.** It is defined as the sets of mental processes that are consciously implemented to regulate thought processes and content in order to achieve goals or solve problems (Cameron, 2023). In this study examines the learning approaches college interns use to succeed in both work and studies.

**Learning Strategies.** It is defined as the steps taken by learners to enhance their learning. (Hong Shi, 2017). In this study, it highlights the varying learning strategies college working interns use to enhance their academic performance.

**Management.** It refers to the act or art of managing, conducting or supervising of something (such as a business) (Merriam Webster Dictionary, 2024). In this study, it refers to the management of college interns in terms of their workload.

**College Interns**. It is defined as an advanced student or graduate in a special field (as medicine or teaching) who is gaining supervised practical experience (as in a hospital or classroom) (Merriam Webster, 2024). In this study, college interns are key people who are being assessed in terms of their applied learning strategies and practiced time management.

**Metacognitive Strategies.** It refers to awareness or analysis of one's own learning or thinking processes (Merriam Webester Dictionary, 2018). In this study, it assesses the application of metacognitive strategies of college interns in their academic performance.

**Pre-Service Teachers**. It is defined to an individual who is undergoing training and education to become a teacher but has not yet started teaching professionally (V. Quah et al., 2010). In this study, Bachelors of Arts in Education students that undergoes internship is specifically termed as Pre-Service Teachers.

**Planning.** It is defined as method for achieving an end (Merriam Webster Dictionary, 2024). In this study, it refers to planning about work and academic activities that are part on the context of time management.

**Prioritizing.** It refers to the act of putting in order based on importance (Merriam Webster Dictionary, 2024). In this study, it refers to the college working students’ priorities in doing different task involving to their work and academics.

**Procrastination.** It is defined as to put off intentionally the doing of something that should be done (Merriam Webster Dictionary, 2024). In this study, it refers to the tendency of students’ procrastination being evaluated in the study.

**Time Management.** It is defined as the practice of using your time effectively (Cambridge Dictionary, 2019). In this study, it refers to the time management of college students who work is evaluated by assessing their time management skills and how these skills relate to their academic performance.

**Implication**. It is defined as an occasion when you seem to suggest something without saying it directly (Cambridge Dictionary, 2024). In this study, the learning strategies and time management of college interns implicates towards their academic performance.

**Related Learning Experience (RLE**). It is defined as a teaching-learning opportunity designed to advance the competencies of students utilizing methods in various health situations. These could be obtained from lying-in clinics, schools, industrial establishments, community, out-patient clinics and general and specialty hospitals. Related Learning Experience provides opportunity for the student-nurses to practice what has been learned in the classroom (Colindres et al., 2018). In this study, Bachelors of Science in Nursing students that undergoes internship is specifically termed as Related Learning Experience (RLE).

**Social Strategies.** It is defined as marked by or passed in pleasant companionship with friends or associates (Merriam Webster Dictionary, 2024). In this study it refers to the ways in which college interns balance and manage their social life and engage with their family, peers, or schoolmates.