

**TIME MANAGEMENT SKILLS, STRESS, AND ACADEMIC PERFORMANCE  
AMONG RADIOLOGIC TECHNOLOGY STUDENTS OF UNIVERSIDAD DE  
ZAMBOANGA**

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<https://doi.org/10.54922/IJEHSS.2025.0976>

**ABSTRACT**

The escalating academic requirements of healthcare programs, especially in radiologic technology, require proficient time management to equilibrate coursework, clinical obligations, and personal wellness. This study investigates the correlation between time management abilities, stress levels, and academic achievement among Radiologic Technology students at Universidad de Zamboanga. Employing a descriptive-correlational research methodology, data were collected from 207 participants via standardized questionnaires, comprising the Assessment of Time Management Skills (ATMS) and the DECORE-S questionnaire for stress assessment. Academic performance was assessed using students' Grade Point Averages (GPAs) from the preceding semester.

Results showed that although students showed generally good degrees of time management ability, they also reported notable degrees of stress. With a  $r = 0.091$ ,  $p = 0.190$  Pearson's correlation study revealed no appreciable association between stress levels and time management ability, implying that good time management by itself might not be enough to reduce stress. Time management abilities and academic achievement did, however, show a notable positive association ( $r = 0.172$ ,  $p = 0.013$ ), therefore stressing the need of organized and planning techniques in academic success. Furthermore, a small positive connection between stress levels and academic performance ( $r = 0.261$ ,  $p = 0.000$ ) suggests that modest amounts of stress could be a motivator for academic success.

The research finds that although time management skills enhance academic performance, they do not inherently alleviate stress levels in students. Moreover, moderate stress levels may serve as a motivator rather than an impediment to academic achievement. The findings indicate that Radiologic Technology students at Universidad de Zamboanga may benefit from organized interventions that improve time management skills and mitigate stress through institutional assistance. Universities want to adopt techniques including academic counseling, stress management courses, and workload modifications to enhance student well-being and academic achievement.

Given these results, a strategic plan was developed to improve general academic performance, increase students' time management skills, and apply stress-reducing approaches. The study emphasizes the need of institutional actions to improve student well-being and performance in radiologic technology program, time management training, academic counselling, and workload evaluation.

**Keywords:** Time Management, Stress, Academic Performance, Radiologic Technology Students, Universidad De Zamboanga.

## 1. INTRODUCTION

In today's academic environment, the relationship between time management, stress, and academic performance is especially significant for students in demanding health science programmes such as Radiologic Technology (Alyami et al., 2021). Effective time management, defined as the strategic use of time for higher efficiency, has been associated to lower stress and better academic performance (Ahmady et al., 2021; Kuftyak, 2022). In contrast, poor time management frequently leads to procrastination, increased stress, and decreased academic achievement (Kuftyak, 2022). Stress, as a physiological and psychological reaction to academic obligations, might affect cognitive function and overall well-being (Alotiby, 2024).

Previous research has highlighted these dynamics. Alyami et al. (2021) discovered that Radiologic Technology students who used planning tools had higher GPAs, however many struggled to use time management successfully. Cruz et al. (2024) found that stress management programs reduced stress but did not investigate how time management affected performance. Similarly, Alshutwi et al. (2020) and Gallardo-Lolandes et al. (2020) found positive correlations between time management and academic achievement or stress, but no causal relationship. Lacerna et al. (2021) addressed the difficulties of balancing academic and clinical responsibilities, despite a small sample size.

These results underline the need of more study, especially in the domain of radiologic technology. The aim of this study was to investigate among Universidad de Zamboanga Radiologic Technology students the relationships between time management abilities, stress levels, and academic performance. Dealing with these problems aligns with UN Sustainable Development Goal 3, which advances student mental health and well-being.

## 2. METHODOLOGY

This study investigated the relationships among time management skills, stress levels, and academic performance without variable manipulation (Creswell & Creswell, 2023; Canonizado, 2024) using a descriptive-correlational technique combining correlational and documentary analysis. While documentary analysis obtained academic performance data from institutional records to improve validity and impartiality (Bhandari, 2022; Owen & Hill, 2022), correlational analysis examined the degree and direction of correlations between variables.

Students enrolled in the second semester of the academic year 2024–2025 at Universidad de Zamboanga in first- to third-year Radiologic Technology were the population base. Using Raooft's sample size calculator, 207 of 444 students were selected with a 95% confidence level and a 5% margin of error. Purposive sampling ensured that regular registrants with full academic histories would participate.

Two standardized instruments were employed: the Assessment of Time Management Skills (ATMS) by White et al. (2013), also utilized by Kamel et al. (2024), which evaluates time control, planning and organization, and emotional regulation; and the DECORE-S Questionnaire by Moreno et al. (2023), which assesses perceived stress related to cognitive demands, control, support, and rewards.

The instrument comprised three components: (1) student identification for GPA verification, (2) time management evaluation, and (3) stress level evaluation. Both measures demonstrated high reliability, with Cronbach's alpha coefficients of 0.846 for time management and 0.827 for stress levels.

Participants were briefed of the study's objective and provided consent in accordance with the Data Privacy Act of 2012 (RA 10173). Confidentiality and anonymity were maintained, participation was optional, and data access was limited to approved individuals. Records were archived or disposed of in accordance with ethical standards upon study completion.

### 3. RESULTS AND DISCUSSION

**Table 1**

**Respondents Level of Time Management in terms of: Time Control**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I feel I manage my time well	2.62	High	2
2. I find that, even though I want to be on time, I am often late	2.42	Low	4
3. I feel that I don't manage any time well	2.23	Low	5
4. I rush while completing my work	2.50	High	3
5. I run out of time before I finish important things	2.18	Low	6
6. I can correctly estimate the time I need to complete my tasks	2.70	High	1
<b>Overall Weighted Mean</b>	<b>2.44</b>	<b>Low</b>	

Table 1 showed that indicator 6, "radiologic technology students can accurately estimate the time required to complete their tasks," achieved the highest weighted mean of 2.70 (High), followed by indicator 1, "they believe they manage their time effectively" (2.62, High). Indicator 4, "they rush while completing their work," ranked third (2.50, High). Indicators 2, 3, and 5—relating to punctuality and time shortage—were rated Low, with means of 2.42, 2.23, and 2.18, respectively.

The overall weighted mean of 2.44 reflects low time management skills, indicating a disconnect between perceived capability and actual behavior. Although students demonstrate proficiency in anticipating task duration, inadequate execution reveals difficulties in prioritization and procrastination.

Students' modest self-confidence in time management despite inadequate punctuality and recognition of time mismanagement emphasizes this contradiction. The difference between correct estimation and inadequate execution points to academic and clinical pressures upsetting efficient planning and hence aggravating stress cycles that compromise performance.

These results complement current body of knowledge. Only 37.3% of radiology students felt secure in managing time, according to Alyami et al. (2021), although those who preplanned assignments had notably higher GPAs (75.4% scored 4.5–5.0). Likewise, although students in this study rated moderately in time estimates (2.70), execution remained poor, suggesting that theoretical knowledge does not translate effectively under duress.

Ahmady et al. (2021) reported a moderate positive effect of time management on academic performance (ES: 0.39) and a negative impact of stress (ES: -0.32), supporting the link between rushed work (2.50), lateness (2.42), and academic difficulties. Alyami et al. (2021) also observed that the COVID-19 pandemic affected time management, thereby raising procrastination and sleep disruptions—problems reflected in the low time availability score (2.18) in this study.

In essence, students struggle with practical application even if they demonstrate modest ability in time estimate. To improve general well-being as well as academic achievement, interventions emphasizing stress management, planning, and prioritizing are absolutely vital.

**Table 2**

**Respondents Level of Time Management in terms of: Emotional Regulation in Time Management**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I do my most difficult work at the time of the day when I have the most energy	3.13	High	3
2. I find that I am overwhelmed by my daily routine	2.79	High	9
3. Even I do not like to do something I still complete it on time	2.87	High	8
4. I complete my tasks on my schedule on appointment book on my satisfaction	2.67	High	11
5. I put off things I don't like to do until the very last minute	2.47	Low	12
6. I wait until I feel better before taking an important task	2.88	High	7
7. I feel competent about managing my time when I write down my appointments	2.68	High	10
8. My mood affects my ability to manage my time	3.11	High	4
9. I feel confident That I can complete my daily routine	2.94	High	6
10. I put in more efforts to follow my schedule when I see others keeping up with their schedule	3.01	High	5
11. I reward myself for doing a good job	3.23	High	2
12. I learn from my mistakes	3.58	High	1
<b>Overall Weighted Mean</b>	<b>2.95</b>	<b>High</b>	

Table 2 showed that item 12, "they learn from their mistakes," (3.58, High), ranked highest and shows great flexibility. Item 11, "they reward themselves for doing a good job" (3.23, High), and item 1, "they do my most difficult work at the time of the day when they have most energy"

(3.13, High), followed. Though item 10, "they put in more effort to follow their schedule when they see others keeping up with their schedule," followed closely (3.01, High), item 8, "their mood affects their ability to manage their time," ranked fourth (3.11, High).

Students also indicated confidence in doing daily activities (item 9, 2.94, High) and revealed a tendency to wait until they feel better before tackling significant responsibilities (item 6, 2.88, High). Other items, such doing hated chores on time (item 3, 2.87, High) and controlling emotions of being overwhelmed (item 2, 2.79), further show mixed emotional control skills. Low ratings for item 5, "they put off things they don't like to do until the very last minute," (2.47, Low), pointed to procrastination.

With an overall score of 2.95 (High), the component on emotional regulation showed that students have fundamental ability in controlling emotions connected to time. Among the strengths are self-reward, learning from failures, and matching work complexity with energy level. Still, mood swings and procrastination continue to be difficulties.

These results confirm that time management relies critically on emotional intelligence. Emotional control, according to Zhang et al. (2024) and Rani (2025), enhances academic success and stress reduction. Self-efficacy was noted by Usan & Quilez (2021) as a mediator between academic performance and emotional control. Analogously, Ullah et al. (2023) and Zhang et al. (2023) identified emotional intelligence and peer support as main determinants of academic motivation.

Social cues can affect behavior; pupils work harder when friends set good examples. Shao et al. (2024) highlighted how well peer support increases drive. According to Mohammad et al. 2020, emotional control improves academic achievement and lowers procrastination.

In conclusion, although Radiologic Technology students have robust emotional regulation skills, specific interventions like self-regulation training and time management measures are necessary to rectify persistent inconsistencies and procrastination.

**Table 3**  
**Respondents Level of Time Management in terms of: Planning and Organizing**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I plan my daily activities	2.72	High	5.5
2. I stop and plan out the steps before I start something new	2.62	High	10
3. I make sure I have a good night's sleep	2.49	Low	11
4. I am organized in my tasks	2.71	High	7.5
5. I use a calendar or an appointment book as a way of remembering my daily tasks	2.35	Low	12
6. I carry an appointment book	1.72	Very Low	5.5
7. I clear my workspace before beginning a task	2.94	High	4
8. I make to-do list	2.71	High	7.5
9. I carry a pen or pencil daily	3.25	Very High	3
10. I wear a watch or carry a cell phone daily	3.66	Very High	1

11. I put my things back where they belong or where I got them from	3.34	Very High	2
12. I look at the calendar or appointment book during the day to keep track of my daily schedule	2.70	High	9
<b>Overall Weighted Mean</b>	<b>2.77</b>	<b>High</b>	

As shown in Table 3, the highest-ranked indicator is item 10, "they wear a watch or carry a cell phone daily," with a weighted mean of 3.66 (Very High), reflecting students' readiness and time-awareness. This is followed by indicator 11, "they put their things back where they belong or where they got them from" (3.34, Very High), and indicator 9, "they carry a pen or pencil daily" (3.25, Very High), showing consistent personal organization.

Moderately high habits encompass indicate 7, "they clear their workspace before commencing a task" (2.94, High), along with indicators 1 and 6, "they plan their daily activities" (2.72, High) and "they maintain an appointment book" (2.72, Very Low), respectively. The elevated score for planning signifies organization, however the minimal employment of appointment books suggests a neglect of conventional planning instruments.

Indicators 4 and 8, "they are organized in their tasks" and "they make to-do lists," both scored 2.71 (High), and indicator 12, "they look at the calendar or appointment book during the day to keep track of their daily schedule," scored 2.70 (High). Indicator 2, "they stop and plan out the steps before they start something new" (2.62, High), suggests strategic intent. Indicator 3, "they make sure they have a good night's sleep," scored 2.49 (Low), while indicator 5, "they use a calendar or an appointment book as a way of remembering their daily tasks," scored the lowest at 2.35 (Low), suggesting dependence on informal tracking.

The overall weighted mean of 2.77 (High) indicates robust planning and organizational skills among Radiologic Technology students. Almoslamani (2022) discovered that pupils with structured work environments and resources had superior academic performance and reduced stress levels. Castillo et al. (2023) underscored that goal-setting and organization facilitate academic achievement, consistent with these results.

Nonetheless, subpar ratings in sleep (2.49) and calendar utilization (2.35) signify essential areas for enhancement. Jalali et al. (2020) associated sufficient sleep with cognitive function, while Alyami et al. (2021) demonstrated that digital calendars improve time management; nonetheless, inadequate adoption persists.

Although students show basic abilities in organization, more use of planning tools, better pre-task routines, and better lifestyle behaviors are required. These improvements can help to improve stress control and academic performance.



**Table 4****Summary Table of the Respondents' Level of Time Management Skills**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1.Time control	2.44	Low	3
2.Emotional regulation	2.95	High	1
3.Time planning and organizing	2.77	High	2
<b>Overall Weighted Mean</b>	<b>2.72</b>	<b>High</b>	

The summary table delineates the time management competencies of radiologic technology students across three dimensions: time control, emotional regulation, and time planning and organization. The overall weighted mean of 2.72, classified as high, signifies strong time management skills, while there is diversity within the categories.

Emotional regulation achieved the highest score with a weighted mean of 2.95, indicating students' strong ability to manage emotions and time management. The mean score for time management and organization was 2.77, signifying proficiency in task structuring while suggesting opportunities for improvement.

Though with fluctuations, the overall weighted mean of 2.72 indicates a somewhat good capability for time management. Consistent time management depends on emotional control in great measure. Emphasising the need of encouraging adaptive emotional behaviours to enhance results, Usán et al. (2021) found that self-efficacy moderates the link between emotional control and academic performance. Emotion control, according to Santos et al. (2022), improves time management, hence improving academic performance.

Good time management is facilitated by organizational skills. Yu et al. (2022) underscored that self-efficacy and self-regulation tactics assist students in managing emotions and sustaining concentration, hence improving academic achievement. Inadequate time management may arise from challenges in task prioritization and distraction control. Wong et al. (2025) observed that tactics that enhance focus and prioritizing augment time management. Time management, as articulated by Wolters & Brady (2021), is a crucial self-regulatory mechanism by which students efficiently allocate time to achieve academic objectives.

In summary, students demonstrate proficiency in emotional regulation and planning, yet encounter difficulties with time management. Implementing targeted interventions, such as stress management training and digital scheduling tools, could markedly improve their time management skills.

**Table 5****Respondents Level of Stress in terms of: Cognitive Demand**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. I feel very pressed for time due to my studies	3.78	High Level	5
2. I do a lot of my work at home, because I don't have enough time at the faculty	3.69	High Level	6
3. I spend more time than I should on my studies	3.25	Moderate Level	9
4. I often have to spend more time than I planned to finish my homework	3.27	Moderate Level	8
5. As time goes by, my studies are becoming more and more complicated	3.67	High Level	7
6. My studies require the use of complex or highly specialized skills	3.86	High Level	3
7. My studies require a high level of mental effort and concentration. The activity is very complex and require full attention	4.16	High Level	1
8. The consequences of my mistakes are serious	4.00	High Level	2
9. I often have to deal with several tasks at the same time	3.85	High Level	4
<b>Overall Weighted Mean</b>	<b>3.72</b>	<b>High Level</b>	

Table 5 presents the respondents' stress levels related to cognitive demand. The highest-ranked indicator is "their studies require a high level of mental effort and concentration. The activity is very complex and requires full attention" (4.16, High Level), followed by "The consequences of their mistakes are serious" (4.00, High Level). Other high-level indicators include "their studies require the use of complex or highly specialized skills" (3.86), "they often have to deal with several tasks at the same time" (3.85), and "they feel very pressed for time due to their studies" (3.78). Similarly, "they do a lot of their work at home" (3.69) and "as time goes by, their studies are becoming more and more complicated" (3.67) were rated High. Two indicators—spending more time than planned on homework (3.27) and on studies overall (3.25)—were interpreted as Moderate.

The overall weighted mean of 3.72 (High Level) reflects significant cognitive stress caused by academic complexity and time pressure. The highest stress levels stem from intensive mental effort (4.16) and serious consequences of mistakes (4.00), emphasizing the demanding nature of radiologic technology programs. Supplementary pressures encompass the mastery of intricate skills, multitasking, and time limitations.

Strong cognitive demands exacerbate stress, as noted by Bakker & Mostert (2024), who observed that a disparity between academic requirements and available resources intensifies mental strain. Sanabria et al. (2024) established that the technical and clinical obligations in radiologic technology significantly lead to student stress. Tasks necessitating specialized skills hinder cognitive function and academic performance (Almarzouki, 2024), whereas Barbayannis et al. (2022) associated elevated mental strain with heightened stress. Moreover, academic stress is



a predictor of mental health problems (Córdova et al., 2023), highlighting the necessity for intervention. Wolters & Brady (2021) highlighted the significance of time management and self-regulation in alleviating such stress.

The findings validate the significant cognitive demands posed on radiologic technology students and underscore the necessity for specific stress management measures to enhance academic resilience.

**Table 6**  
**Respondents Level of Stress in terms of: Control**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I set my own pace of work/study	4.10	High Level	1
2. I can easily take a break if I need to	3.84	High Level	2
3. I have very little freedom to decide how and when I study	3.61	High Level	4
4. I can interrupt my studies if I need to	3.40	Moderate Level	5
5. I can decide on the order in which I carry out my study activities	3.73	High Level	3
6. I cannot take holidays or days off from school when I want to	3.19	Moderate Level	6
7. I do not have any flexibility within my study timetable	3.17	Moderate Level	7
<b>Overall Weighted Mean</b>	<b>3.58</b>	<b>High Level</b>	

As shown in the table, the highest-ranked indicator is "they set their own pace of work/study," with a weighted mean of 4.10 (High Level), indicating students feel empowered to control their study pace. "They can easily take a break if they need to" ranks second with a mean of 3.84 (High Level), reflecting flexibility in pausing studies. "They can decide on the order in which they carry out their study activities" scored 3.73, and "they have very little freedom to decide how and when they study" scored 3.61, both interpreted as High Level, despite item 3's negative phrasing, suggesting students generally feel autonomous in managing their schedules. Moderate levels of control are reflected in "they can interrupt my studies if they need to" (mean = 3.40), "they cannot take holidays or days off from school when they want to" (mean = 3.19), and "they do not have any flexibility within their study timetable" (mean = 3.17).

The overall weighted mean of 3.58, classified as "High Level," signifies a predominantly elevated perception of control, which may alleviate stress. Students indicate autonomy in determining their speed (4.10), taking breaks (3.84), and organizing study activities (3.73); nevertheless, limitations are seen for vacations or days off (3.19) and flexibility in their schedules (3.17).

Studies indicate that perceived control markedly decreases stress levels. Galindo-Dominguez and Bezanilla (2021) underscore the significance of self-efficacy and control in the treatment of stress. Self-directed learning, including the ability to regulate one's pace and sequence of tasks, increases motivation and alleviates stress (Zheng et al., 2020). Support for autonomy

satisfies psychological needs and enhances intrinsic motivation, resulting in better academic performance (Ortiz et al., 2024). A meta-analysis indicated that perceived autonomy support had a favorable correlation with academic motivation and engagement, however its impact on academic achievement was minimal (Okada, 2021).. Studies also highlight that flexible study schedules improve motivation, effort, and mastery of material.

**Table 7**  
**Respondents Level of Stress in terms of: Support**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. My relationship with my classmates are good	4.04	High Level	1
2. There are generally good relations within the faculty	3.82	High Level	2
3. My classmates are always willing to listen to my problems	3.29	Moderate Level	3.5
4. Interactions between classmates are very limited	3.29	Moderate Level	3.5
5. I suffer from social isolation in my faculty	2.78	Moderate Level	6
6. Students do not have enough opportunities to help each other out if necessary	3.01	Moderate Level	5
7. I often do not get enough support from my classmates and teachers	2.59	Low Level	7
<b>Overall Weighted Mean</b>	<b>3.26</b>	<b>Moderate Level</b>	

The highest-ranked indicator is "their relationship with their classmates is good," with a weighted mean of 4.04 (High Level), followed by "There are generally good relations within the faculty," ranked second with a mean of 3.82 (High Level). Moderate Level support is reflected in "their classmates are always willing to listen to their problems" and "Interactions between classmates are very limited" (mean = 3.29), while "Students do not have enough opportunities to help each other out if necessary" (mean = 3.01) and "they suffer from social isolation" (mean = 2.78) also fall under Moderate Level. The lowest-rated indicator, "they often do not get enough support from their classmates and teachers," with a mean of 2.59 (Low Level), underscores the necessity for enhanced institutional assistance.

Peer relationships constitute the most robust form of support, with students indicating excellent connections with peers (mean = 4.04), although faculty-student relations are equally favorable (mean = 3.82). Moderate scores of 3.29 for "classmates listening to problems" and "limited peer interactions" indicate robust social cohesion, although imply a deficiency in deeper support networks.

The lack of substantial academic support is a systemic deficiency, evidenced by low ratings for peer and teacher aid (mean = 2.59) and moderate views of social isolation (mean = 2.78). This disparity underscores the difficulty of delivering academic and emotional support alongside social connections, as radiologic education often prioritizes technical training over student well-being.

The findings indicate a moderate level of stress (mean = 3.26), with peer and faculty relationships acting as protective factors. However, there is room to strengthen peer connections, reduce isolation, and encourage collaborative problem-solving. Interventions to promote communication, collaboration, and mutual support may alleviate stress and improve well-being.

Peer collaboration (mean = 4.04) aligns with Chamunyonga et al. (2020), emphasizing its importance in hospital environments. Faculty-student relations (mean = 3.82) are adequate, but moderate scores for social isolation (2.78) and limited interactions (3.29) align with Nguyen et al.'s (2022) findings on reduced peer collaboration during COVID-19.

Boston's framework (Chamunyonga et al., 2020) stresses reflective practice for clinical support, but low teacher support (2.59) suggests challenges, as noted by Ingrassia (2020), who highlighted mentors' lack of emotional training. AI-mediated peer support platforms (Arif, 2024) could address limited interactions but raise concerns about technology dependence (Arif, 2024; Tay et al., 2023). Bridging social connectivity with functional support mechanisms is crucial to reducing attrition rates among radiologic students (Chamunyonga et al., 2020; Mazaheri & Tahmasbi, 2024).

**Table 8**

**Respondents Level of Stress in terms of: Rewards**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I consider the evaluations made of my academic performance to be fair	3.92	High Level	4
2. Future prospects with my studies are good	3.76	High Level	5
3. I am satisfied with my grades	3.18	Moderate Level	6
4. I believe that I will graduate with good grades when I study	4.01	High Level	2
5. If I try harder, I get better grades	4.40	Very High Level	1
6. I feel that the grades I receive are adequate in relation to the effort I put in	3.99	High Level	3
<b>Overall Weighted Mean</b>	<b>3.88</b>	<b>High Level</b>	

As shown in the table, the highest-ranked indicator is "If they tried harder, they get better grades," with a weighted mean of 4.40, classified as Very High Level. The second highest is indicator 4, "they believed that they will graduate with good grades when they studied" (mean = 4.01, High Level), followed by indicator 6, "they felt that the grades they received are adequate in relation to the effort they put in" (mean = 3.99, High Level). Indicator 3, "they consider the evaluations made of their academic performance to be fair," ranked fourth with a weighted mean of 3.92 (High Level). A high level of stress is also noted in indicator 2, "Future prospects with their studies are good" (mean = 3.76), showing students' optimism about their academic and professional futures. The lowest-ranked indicator, "they are satisfied with their grades" (mean = 3.18, Moderate Level), suggests some dissatisfaction despite recognizing the fairness of grading and effort-performance relationships.

Radiologic technology students show intrinsic motivation, believing their efforts lead to tangible rewards. However, moderate satisfaction with grades implies that other factors may influence their contentment. The positive outlook on future prospects is encouraging, as students value their education's impact on their careers. Perceived fairness in evaluations is crucial for maintaining motivation and trust in the assessment process.

The overall weighted mean of 3.88, interpreted as High Level, reflects a generally high level of perceived rewards, helping mitigate stress. However, variability in grade satisfaction indicates a need for more personalized feedback and support to enhance motivation and reduce stress.

These findings align with studies on academic satisfaction's role in motivation and performance (Tian et al., 2024; Liu et al., 2022). Research by Alqahtani et al. (2022) found that 68% of radiologic students were willing to endure short-term dissatisfaction for long-term career rewards, highlighting delayed gratification as a motivational factor (Tay & McNulty, 2023). A 2021 multi-institutional review (Majumder et al., 2021) revealed discrepancies in how students perceive assessment fairness, with subjective feedback from clinical mentors rated lower than exam-based evaluations, emphasizing the need for greater transparency and consistency in grading practices.

**Table 9**

**Summary Table of the Respondents' Level of Stress**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Cognitive demands	3.72	High Level	2
2. Control	3.58	High Level	3
3. Support	3.26	Moderate Level	4
4. Reward	3.88	High Level	1
<b>Overall Weighted Mean</b>	<b>3.61</b>	<b>High Level</b>	

The data from Table 9 shows that respondents experience high overall stress, with a weighted mean of 3.61. The reward dimension received the highest mean (3.88), indicating a strong connection between efforts and academic outcomes, which helps motivate students and reduce stress. The cognitive demand dimension scored 3.72, indicating high levels of mental strain due to the complexity and intensity of studies. The control dimension scored 3.58, reflecting some autonomy over study environments but limited flexibility and autonomy. The support dimension scored the lowest at 3.26, suggesting gaps in peer and faculty support that need to be addressed.

The high stress from cognitive demands fits the rigors nature of radiologic technology programmes, which demand mastery of both technical and theoretical knowledge and consistent with studies showing radiologic students face stress due to heavy workloads and complex academic requirements (Mukhtar et al., 2023). Stress related to control shows that although students have some autonomy, they struggle with time and workload, therefore reflecting Legg & Cohen's (2020) observations on time demands as major stressors among radiologic students.

The modest degree of support emphasizes the lack of strong social or institutional systems to reduce stress, which could aggravate isolation and compromise academic achievement. This is

consistent with results of a research on radiography students during the COVID-19 epidemic stressing the need of improved support systems (Lawson et al., 2021).

Overall, the results show that although radiologic technology students view benefits for their efforts, these benefits also cause stress because of high cognitive demands and little control over workload management. The modest degree of support indicates the need of focused interventions including mentoring programmes, stress management seminars, and better institutional support to increase resilience and lower stress levels, hence aggravating these issues.

**Table 10**  
**Respondents' Academic Performance in Terms of GPA**

GPA	Adjectival Rating	Frequency	Percentage
1.00-1.49	(Excellent)	1	.5
1.50-2.19	(Very Good)	53	25.6
2.20-2.89	(Good)	128	61.8
2.90-3.29	(Satisfactory)	24	11.6
3.30 and above	(Poor)	1	.5
N=207			

Table 10 shows that most students (61.8%) have a GPA between 2.20 and 2.89, categorized as "Good," while 25.6% fall between 1.50 and 2.19, labeled "Very Good." A smaller portion (11.6%) are in the "Satisfactory" range (2.90-3.29), and only 0.5% each are in the "Excellent" (1.00-1.49) and "Poor" (3.30 and above) categories.

These findings emphasise the need of institutional support such as tutoring since most students do well yet show space for development. Studies tying GPA to time management, cognitive load, academic stress, and institutional support have aligned the distribution (Johnson et al., 2023). The high count in "Good" and "Very Good" categories points to efficient study habits, drive, and academic support networks (Bin Abdulrahman et al., 2023; Camangyan, 2023). Students falling between the "Satisfactory" and "Poor" groups, however, emphasise the need of academic counselling and mentorship (Brillo et al., 2024; Seery et al., 2021).

Studies also show that academic achievement depends on self-efficacy; pupils who believe their talents are performing better (Shofiah et al., 2023). The low percentage in "Excellent" categories suggests the need of programmes to increase motivation and self-efficacy (Pranato et al., 2025; Ehsan et al., 2025).

In essence, even if most students do well, better stress management and motivating techniques could help to raise results.

**Table 11****Relationship Between the Respondents' Level of Time Management Skills and Level of Stress**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Time management skills and stress	$r = -.091$ (negligible correlation)	.190	Failed to reject $H_0$	Not Significant
*Significant @.05				

Table 11 reveals that the p-value is higher than the 0.05 threshold, so failing to reject the null hypothesis ( $H_0$ ) and so demonstrating no statistically significant link between stress levels and time management ability among respondents. This implies that among radiologic technology students, stress levels are not much influenced by their time management abilities.

Although good time management is usually associated with less stress, the small correlation here shows that other elements, including cognitive demands and support systems, may be more important (Legg & Cohen, 2020). Academic load, social support, and personal motivation (Wapano, 2024) among students affect their stress levels.

This study does not offer compelling proof associating time management to stress reduction (Gallardo-Lolandes et al., 2020) inside this group in line with Mohammed et al. (2024), who discovered no notable correlation between time management skills and academic stress.

**Table 12****Relationship Between the Respondents' Level of Time Management Skills and Academic Performance**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Time management skills and academic performance	$r = .172$ (negligible correlation)	.013*	$H_0$ rejected	Significant
*Significant @.05				

The table shows a statistically significant but negligible positive correlation ( $r = 0.172$ ,  $p = 0.013$ ) between time management skills and academic performance, suggesting that better time management may slightly improve academic outcomes. However, the weak correlation implies that other factors, such as cognitive demands, stress, and teaching quality, likely play a more significant role in academic performance (Johnson et al., 2023).

Research on time management and academic performance yields mixed results. Cheong et al. (2024) and Liu (2024) report a strong positive correlation, with Cheong finding  $r = 0.811$  ( $p <$



0.001) and Liu's meta-analysis supporting time management's effectiveness. Similarly, Alyami et al. (2021) found that time management helped radiology students meet competing demands.

In contrast, Bhattacharya et al. (2022) observed no significant relationship at Sylhet Agricultural University, suggesting cognitive abilities, motivation, and institutional support may play larger roles. This aligns with Alyami et al. (2021) and Camangyan (2023), highlighting the need to integrate time management with broader skill development.

Overall, the study indicates that time management has a minor but statistically significant impact on academic performance. Institutions should combine time management with stress reduction and academic support for better results. Further research is needed to explore how integrating time management with cognitive interventions can enhance performance.

**Table 13**  
**Relationship Between the Respondents' Level of Stress and Academic Performance**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Stress and academic performance	$r=.261$ (low correlation)	.000**	$H_0$ rejected	Significant
**Significant @.01				

The table shows a statistically significant low positive correlation ( $r = 0.261$ ,  $p = 0.000$ ) between stress and academic performance, suggesting that higher stress levels are weakly associated with slightly better academic outcomes. This may reflect positive stress or eustress, which can motivate students to focus and perform better academically, though the relationship is nuanced.

Moderate stress, or eustress, can enhance focus, productivity, and motivation, helping students meet academic goals (Zavaleta et al., 2021; Ma, 2023). However, excessive stress impairs concentration, motivation, and cognitive function, and is linked to burnout, anxiety, and a decline in academic performance (Iqbal et al., 2021; Afek et al., 2025). Stress arises from various sources, including academic workload and personal challenges (Ma, 2023; Zavaleta et al., 2021), highlighting its complex nature.

Resilience, coping mechanisms, and institutional support are crucial in determining whether stress positively or negatively affects academic performance (Liu et al., 2024). While moderate academic stress can improve performance (Ma, 2023), chronic stress is associated with negative outcomes (Maravillas & Uy, 2024; Ahmady et al., 2021). Therefore, balancing motivation and well-being is key on controlling stress.

Institutions ought to prioritize stress management, capitalizing on its advantages while mitigating adverse effects. Integrating stress management with academic counselling can improve resilience and coping mechanisms. Additional research is required to comprehend the impact of diverse stress kinds and intensities on performance across distinct academic settings, facilitating customized therapies.

#### 4. CONCLUSIONS

The study revealed that although Radiologic Technology students show shortcomings in time control, suggesting a need for focused improvement in this area, generally they have high time management skills, especially in emotional control and task planning and organizing. While environmental support was moderate, students also reported significant stress levels—especially linked to cognitive demands, control, and perceived rewards—which emphasizes the necessity of more robust institutional support structures. Most students obtained GPAs falling within the "good" range, which indicates reasonable academic performance with opportunity for improvement. Although stress was not much correlated with time management abilities, academic achievement was favorably linked with them, implying that good time management helps to produce better results. Fascinatingly, increased stress levels revealed a modestly positive correlation with academic achievement, maybe because of adaptive coping or under pressure motivation. These results support the formulation of a thorough action plan aimed at strengthening time control, increasing institutional support, and boosting academic performance to so promote the whole growth and well-being of Radiologic Technology students.

**Proposed action plan to enhance time management skills and academic performance while simultaneously reducing the respondents' stress levels**

Area of concern	Strategy / Tasks	Person(s) Responsible	Time Frame	Resources	Source of Budget	Budget Allocation	Success Indicator
Time Management Skills	Conduct workshops on effective time management techniques	VPAA, Dean Faculty Academic Support Group Trainers	Quarterly (Starting April 2025)	Training materials, venues, scheduling tools	Institutional Budget	₱15,000.00 per workshop	97% improved time management skills in student surveys.
Stress Reduction	Implement stress reduction programs, including mindfulness sessions and peer support groups.	VPAA, Dean Faculty, Trainers Counseling Services Peer Mentors	Monthly (Starting May 2025)	Licensed counselors, mindfulness guides	Institutional Budget	₱10,000.00 per session	97% reduced stress levels based on student feedback.
Academic Performance	Offer tutoring programs and remedial classes for struggling students.	VPAA, Dean Faculty Academic Support Group	Weekly (Starting June 2025)	Educational materials, tutoring spaces	Departmental Budget	₱120,000.00 annually	97% improved GPA among students in "Satisfactory" and "Poor" categories.
Holistic Interventions	Develop integrated programs combining time management, stress management, and academic support.	Academic Affairs Office	Biannual (Starting July 2025)	Program development tools, training facilitators	Institutional Budget	₱200,000.00 annually	97% improved overall academic performance and well-being.
Resilience Building	Organize resilience workshops focusing on coping mechanisms and self-efficacy.	Counseling Center, External Experts	Quarterly (Starting August 2025)	Resilience training modules	Departmental Budget/ Grants or Sponsorship	₱15,000.00 per workshop	97% enhanced resilience scores in student assessments.
Faculty Engagement	Train faculty to provide academic mentoring and stress-sensitive teaching practices.	HR	Semi-Annual (Starting September 2025)	Training modules, guest speakers	Personnel Development Fund	₱50,000.00 annually	97% increase in faculty engagement reported by students.
Research Initiatives	Conduct studies on the impact of integrated interventions on student outcomes.	Research Department Faculty	Annual (Starting October 2025)	Research tools, data analysis software	Grants or Institutional Budget	₱200,000.00 annually	97% published research findings and improved intervention strategies.
Monitoring and Evaluation	Create a system to track progress using surveys and performance metrics.	Monitoring Team	Ongoing (Starting April 2025)	Survey tools, data collection platforms	Institutional Budget	₱60,000.00 annually	97% accomplished regular reports showing measurable improvements in all areas.

## 5. RECOMMENDATIONS

Based on the results, academic administrators, faculty, and student support services should create a targeted time control workshop emphasizing prioritizing, goal setting, and anti-procrastinating techniques while so enhancing students' strengths in emotional control and planning by means of practical exercises. Institutions should set thorough support systems including academic counselling, peer mentorship, and faculty coaching in addition to stress management seminars stressing self-awareness, resilience, and coping skills to help to lower excessive stress levels. Additionally advised is a curriculum and workload assessment to preserve academic rigor and lower unneeded stress. For students with below-average GPAs, support programmes including tutoring, mentorship, and tailored interventions should be started; regular progress monitoring should augment them. With regular assessment of program efficacy, systematic integration of time management training—emphasizing emotional control, planning, and time control—into the curriculum is vital. Support services also have to deal with non-academic pressures; teachers should think about changing how they assign work to students under more demand. The School Administrator and Radiologic Technology Department Dean should guarantee control of this action plan to match institutional objectives. Last but not least, more study is urged to investigate the complex link between stress and academic performance with an eye towards mediating elements including self-efficacy, coping strategies, and resilience.

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