

Correlates of Time Management Strategies and Intrinsic Motivation on Work Performance

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ABSTRACT: The study explored the correlates of time management strategies, intrinsic motivation, and work performance of student assistants at a university in Cagayan de Oro City. A total of 127 student assistants were the respondents of the study. A stratified random sampling was used to select the respondents. The study utilized scales assessing the relationship between time management strategies, intrinsic motivation, and work performance of student assistants. The results revealed that there is a significant relationship between time management strategies, intrinsic motivation, and work performance. The strategies such as, prioritization, time allocation, task planning and interruption management exhibited a favorable and statistically significant relationship with work performance, while intrinsic motivations, such as persistence, engagement, sense of purpose, and intrinsic goals also have a significant influence on work performance. Additionally, three principal themes were identified: time management challenges; interpersonal and intrapersonal challenges; and workload and task management. The study underscores the crucial role of time management and intrinsic motivation in student assistants' success. Effective time management and high intrinsic motivation levels correlated with improved work performance across diverse profiles. Key factors like goal clarity, commitment to challenges, and feedback utilization were identified as pivotal for performance enhancement. Targeted support programs are recommended to address challenges, emphasizing the need for universities to implement systems fostering intrinsic motivation and teaching time management strategies. These interventions not only aid academic and work responsibilities but also promote overall development and well-being.

KEYWORDS: Time Management Strategies, Intrinsic Motivation, Work Performance, Students Assistants, Profile

I. INTRODUCTION

Balancing the responsibilities between work and academics proved to be a distinctive challenge for student assistants, requiring effective time management and unwavering intrinsic motivation. The desire to understand the profound influence of these issues on the work performance of student assistants navigating the unique landscape of simultaneous work and academic responsibilities motivated this study. The exploration began by emphasizing the essential roles that time management and intrinsic motivation played in the lives of student assistants, as suggested by Logsdon (2023) and Amiri (2015). By exploring how these dynamic factors shaped the daily experiences of individuals juggling the demands of both work and academics, the research aimed to contribute practical strategies that empowered student assistants to thrive in their educational domains.

Addressing the gap in the context of student assistants motivated by local studies highlighting the significant challenges about time management, intrinsic motivation, and work performance of student assistants. A study by Torres and Castillo (2018) revealed issues about time management and a lack of institutional support. Another study by Reyes and Ilagan (2021) observed that higher intrinsic motivation correlates with work, but many universities lack programs to promote these motivations. Dela Cruz (2019) confirmed that working students struggle to balance school and work responsibilities due to a lack of time management skills, which lead to poor work performance. Collectively, these settings underscore the need for Philippine universities to develop structured programs that improve time management strategies and promote intrinsic motivation, while also addressing the distinctive cultural and economic factors influence Filipino student assistants.

Student assistants frequently handle balancing the demands of both work and academic pursuits, hindering their effectiveness in both domains, as cited in the study by De Guzman and Francisco (2021). To successfully navigate this balance, student assistants had to employ a combination of strategies for time management and intrinsic motivation. Time management strategies were crucial for student assistants, enabling them to allocate and utilize their limited time efficiently to fulfill both their

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obligations at work and academics (Dembo, 2013). Concurrently, intrinsic motivation fueled student assistants to achieve their goals, providing the necessary energy for personal advancement. Time management strategies and intrinsic motivation influenced academic pursuits but were also practical necessities for the work performance of student assistants.

The significance of this study extended to the challenges faced by student assistants, such as time management challenges, interpersonal challenges, and workload and task management, which obstruct their responsibilities and performance at work. Despite the symbiotic relationship between education and student assistant work, challenges persisted, as the study of Amor et al. (2020), drew attention to the misalignment between work and academic schedules, posing a significant hurdle to maintaining balance, and as reported by Chinyakata et al. (2019), the need to work as student assistants finances basic needs and education. Currently, the challenge experienced by student assistants persists as they navigate the balance between an assistant's work and academic pursuits. Additionally, the research of Marquiño et al. (2018) emphasized the difficulties faced by student assistants in Cagayan de Oro City, inspiring this current study due to its relevance to the researcher's experiences.

In this study, time management strategies and intrinsic motivation emerged as the main variables. Effective time management helped balance the work and academic responsibilities of student assistants, while intrinsic motivation determined how motivated they were to perform well at work. Moreover, the study's output comprehensively understands how these variables correlated and influenced the overall performance of student assistants.

Therefore, the study focused on the relationship between time management strategies and intrinsic motivation and their influence on work performance, as well as identifying the challenges faced by student assistants. By understanding the significance of time management and intrinsic motivation, student assistants perform their work towards their goals. In addition, the implications of the study extended not only to the students and educators but also to the direct supervisors of student assistants, who guide them in their duties and responsibilities at work.

The Goal Setting Theory, as formulated by Locke & Latham (2013), motivationally explained the connection between performance and conscious goals and was foundational in improving goal pursuit. In their progressive work, Locke and Latham (2019) asserted that effective time management required clarity of goals, commitment to challenges, receiving feedback, and appropriate goal setting to improve performance, productivity, and motivation. This theory provides a framework integrating attainable and clear goals, progressive monitoring, and motivation enhancement essentially to set goal. This study viewed time management strategies as crucial tools for student assistants to achieve work-related goals.

The theory suggested that effective time management contributed to motivation, particularly when goals were clear and challenging. However, Locke and Latham (2019) also noted that environmental factors could hinder goal directed actions, affecting performance. Klein et al. (2014) emphasized that commitment to work, as the key in achieving the goals, requiring persistence and effort, especially during inevitable setbacks.

Additionally, this study also integrated Self-Determination Theory of Deci and Ryan, which highlighted intrinsic motivation's role in steering behavior, as cited in the Derbali et al. (2017) research. The theory proposed that meeting psychological needs motivated individuals to perform their responsibilities, as it served as the foundation for human motivation and personality (Guay, 2021). Simultaneously, intrinsic motivation, a key component of SDT, catalyzes sustained effort and performance, positively contributing to the working environment. When student assistants meet their basic needs, they become more motivated to manage their time effectively, thereby improving work performance.

Time management strategies foster intrinsic motivation by allocating time for tasks aligned with personal interests, enhancing sustained effort and achievement. This study incorporated these theories, exploring the intersection between effective time management as informed by goal setting (Martins, 2022) and the fulfillment of psychological needs outlined in SDT (Guay, 2021). Both theories provide valuable insights into the psychological mechanisms influencing student assistants, highlighting how time management strategies and the intrinsic motivation of student assistants collectively influence their work performance.

II. METHODOLOGY

The study adopted a quantitative approach for analyzing time management and intrinsic motivation's significance in work performance. On the other hand, a qualitative approach was used to uncover issues experienced by student assistants. This study employed a descriptive-correlational research design in collecting and analyzing the data and describing the relationship between variables. Miksza et al.'s (2020) study about descriptive-correlational aimed to quantitatively address correlation between variables using the data gathered from the survey. Simultaneously, a qualitative study employed a phenomenological approach to qualitatively explore the problem of identifying the issues and concerns of student assistants. The phenomenological approach of Husserl would assist the lived experiences of student assistants in understanding the issues and concerns they experience at work (Qutoshi, 2018). This combined methodology was strategically chosen to comprehensively achieve the research objectives

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that systematically exploring the relationships between time management strategies, intrinsic motivation, and work performance. Ultimately, it provides a complete picture of the variables in the specific context of working students in higher education.

In Problems 1, 2, 3, and 4, descriptive statistics were used to employ and summarize the key features of the participant's responses. Problem 1 showed the profile of the student assistants, which included frequency and percentage. Problem 2 assessed the extent of time management strategies, (3) the level of interpretation, and (4) the level of work performance using the total mean, SD, and rating, which included the interpretation of the scales. Before proceeding with parametric test, the test of normality was tested to ensure the normal distribution of the data. Time management strategies showed a skewness of -.017, which means that the distribution curved nearly into the normal range. However, intrinsic motivation (.0418) and work performance (-.583) have slightly higher skewness values within the range of a normal distribution. Generally, the variables appeared to be approximately within the normal distributions and will be used to analyze parametric tests.

In problem 5, One-Way Analysis of Variance (ANOVA) to determine if there is any significant difference in the student assistants' extent of engagement in time management strategies significantly differ considering their profile. Then, the strength and direction of relationships between different variables were examined in problem 6, which measured the correlation between time management strategies and work performance, and problem 7, which determined the correlation between intrinsic motivation and work performance. The study aimed to discern any statistically significant relationships between time management strategies, intrinsic motivation levels, and the reported work performance of student assistants by calculating the correlation coefficients. On the other hand, problem 8 used Braun and Clarke's thematic analysis to analyze the data collected from the survey questionnaire responses, as cited by Byrne's (2021) study, to address the issues and challenges experienced by the student assistants.

III. RESULTS AND DISCUSSION

Problem 1. What is the profile of the student assistants in terms of age, sex, current course, and 1st semester's GPA, SY 2023-2024?

Profile of the Respondents

The age profile of the respondents. 85.00% of the respondents fell within the 18-21 age range, securing the top spot, followed by 22-25 age range with 12.6%. Finally, an age range of below 26-30 had the lowest frequency, which equivalent to 2.4%. The respondents' sex- specific profiles showed Females had 66.1%, and males had 33.9%.

On the respondents' courses. The course BSBA major in Finance had the highest percentage at 21.3%, followed by BSBA major in Marketing at 15.0%, BS in Education at 14.2%, BS in Criminology at 4 11.8%, BS in Information Technology next in rank with a percentage of 9.4%, followed by BS in Civil Engineering at 7.1%, BS in Human Resource Management at 6.3%, BS Business Administration and Bachelor in Elementary Education at 5.5%, BA in English Literature Studies ranked 8th with 3.1%, and BS in Accountancy as the lowest, at 0.8%.

On the respondents' profile in terms of their 1st semester GPA, SY 2023-2024. Based on GPA, Very Satisfactory got the highest percentage of 32.3%, followed by Good at 29.1%, next is High Average at 14.2%, followed by Very Good at 10.2%, Average at 10.2%, and, Superior, Fair and Pass at 1.6%. The table shows that no one got the Excellent, including those who received conditional and Failed grades.

Problem 2. To what extent do student assistants engage in the following time management strategies in terms of Prioritization, Time Allocation, Task Planning and Interruption Management?

Table 1 Mean and Standard Deviation on the Respondents' Time Management Strategies in terms of Prioritization

Statements	Mean	SD	Descriptive Rating	Interpretation
1. I arrange my activities according to their importance.	3.42	.66	Always	Very High Extent
2. I try to complete task before going on the next.	3.34	.66	Always	Very High Extent
3. I use my prime work time to complete important tasks.	3.18	.73	Always	Very High Extent
4. I organize my short-term goals according to their importance.	3.15	.70	Often	High Extent
5. I have a clear idea of what I want to accomplish during the next week.	3.06	.70	Often	High Extent
Total Mean	3.23	.45	Always	Very High Extent

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Legend: 1.00 -1.74 Never; Very Low extent 2.50 – 3.24 Often; High extent
1.75 – 2.49 sometimes; Low extent 3.25 – 4.00 Always; Very High extent

Table 1 displayed the prioritization aspect of time management strategies as perceived by the student assistants, with a total mean of 3.28 and interpreted as having a Very High Extent. Indicators 1 (“I arrange my activities according to their importance”) and 2 (“I use my prime work time to complete important tasks”) got the highest mean of 3.42 and interpreted as Very High Extent. Next is Indicator 3, “I try to complete tasks before going on to the next,” with a mean of 3.34 and an interpretation of Very High Extent, followed by Indicator 4, “I organize my short-term goals according to their importance,” with a mean of 3.15 and interpreted as High Extent. Indicator 5, “I have a clear idea of what I want to accomplish during the next week,” received the lowest mean of 3.06, and interpreted as High Extent. These indicators were arranged based on the highest to lowest mean.

Student assistants perceived themselves as very good in using time management strategies in terms of prioritizing the important tasks. The “high extent” interpretation of indicators 4 and 5, which indicated a clear and specific short-term goal of what was important and to accomplished next week, suggested that they actively knew their tasks in advance. According to Ahmad et al. (2019), efficient time and task management were the key achievements for both distance and traditional student assistants. The ability to organize and prioritize assigned tasks led to its accomplishment.

Table 2 Mean and Standard Deviation on the Respondents’ Time Management Strategies in terms of Time Allocation

Statements	Mean	SD	Descriptive Rating	Interpretation
I make a schedule of the activities I have to do on work days.	2.94	.89	Often	High Extent
2. I make a list of things to be done every day.	2.82	.86	Often	High Extent
I make use of my break time in doing my assignment, projects and reviewing my lessons.	3.30	.75	Always	Very High Extent
I make some estimation for the time I need to complete my tasks.	3.05	.74	Often	High Extent
I perform most difficult work at the time of day when I have the most energy.	3.04	.67	Often	High Extent
Total Mean	3.03	.51	Often	High Extent

Legend: 1.00 -1.74 Never; Very Low extent 2.50 – 3.24 Often; High extent
1.75 – 2.49 sometimes; Low extent 3.25 – 4.00 Always; Very High extent

Table 2 displayed the respondents’ perception of time management strategies, resulting a total mean of 3.03, and interpreted as a High Extent. Indicator 1, “I make use of my break time in doing my assignments projects, and reviewing my lessons,” received the highest mean of 3.30 indicating a Very High Extent interpretation. Next is Indicator 2, “I make some estimation for the time I need to complete my tasks,” with 3.05 mean and interpreted as High Extent, followed by indicator 3, “I perform the most difficult work at the time of day when I have the most energy,” with 3.04 mean and interpreted as High Extent. The mean of indicator 4, “I make a schedule of the activities I have to do on work days,” stands at 2.94 mean and interpreted as High Extent. While indicator 5, “I make a list of things to be done every day,” got the lowest mean of 2.82 and interpreted as High Extent.

Student assistants still have some room for improvement in their time management strategies particularly concerning time allocation as shown in all aspects of the indicators. The student assistants can still improve their strategies for allocating their time scheduling activities on work days, such as their break time for doing assignment, projects and reviewing lessons; practice time estimation; and create daily to-do lists. Allocating of techniques in managing time were possible to maximize the time especially during break period (Cope, 2021).

Table 3 Mean and Standard Deviation on the Respondents’ Time Management Strategies in terms of Task Planning

Statements	Mean	SD	Descriptive Rating	Interpretation
1. I plan my day before I start my work.	3.04	.78	Often	High Extent
2. I create due dates for tasks which don’t have predetermined deadlines.	2.87	.79	Often	High Extent
3. I make a fresh new “to do” list each workday.	2.86	.94	Often	High Extent

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4. I use a calendar or an appointment book as a way of remembering my daily tasks.	2.83	.90	Often	High Extent
5. I make plan for my tasks a week in advance.	2.74	.84	Often	High Extent
Total Mean	2.87		Often	High Extent

Legend: 1.00 -1.74 Never; Very Low extent 2.50 – 3.24 Often; High extent
1.75 – 2.49 sometimes; Low extent 3.25 – 4.00 Always; Very High extent

Table 3 displayed the extent of task planning as a component of time management strategies among the respondents, with a total mean of 2.87 descriptively rated as Often and interpreted as High Extent. Indicator 1, “I plan my day before I start my work,” had the highest mean of 3.04 indicating a High Extent. Indicator 2, “I create due dates for tasks which don’t have predetermined deadlines,” has a mean of 2.87 and interpreted as High Extent, followed by indicator 3, “I make a fresh new “to do,” with 2.86 mean and interpreted as High Extent. Indicator 4 “I use a calendar or an appointment book as a way of remembering my daily tasks” has a mean of 2.83 and interpreted as High Extent. While indicator 5, “I make plans for my tasks a week in advance,” had the lowest mean of 2.74 and interpreted as having a High Extent. Table 3 results implied that student assistants still have some room for improvement in their time management strategies regarding task planning. For instance, indicator 5, which had the lowest mean and involved planning tasks a week in advance, is something the area where the respondents most need improvement. According to Lutkevich (2023) and Oco (2024), fundamentally, guiding individuals by planning tasks ahead of time make it easier to track and perform assigned tasks.

Table 4 Mean and Standard Deviation on the Respondents’ Time Management Strategies in terms of Interruption Management

Statements	Mean	SD	Descriptive Rating	Interpretation
1. I keep my workspace tidy so that I can work efficiently.	3.12	.67	Often	High Extent
2. I give my undivided attention to one task at a time.	2.89	.69	Often	High Extent
3. I use effective techniques for completing tasks on which I am procrastinating.	2.98	.70	Often	High Extent
4. Even if I do not like to do something, I still push myself to complete my tasks.	3.18	.71	Often	High Extent
5. I avoid excessive social encounters when at work to focus and complete my work.	3.02	.73	Often	High Extent
Total Mean	3.04		Often	High Extent

Legend: 1.00 -1.74 Never; Very Low extent 2.50 – 3.24 Often; High extent
1.75 – 2.49 sometimes; Low extent 3.25 – 4.00 Always; Very High extent

Table 4 presented time management strategies for interruption management of respondents, resulting in a mean score of 3.04, indicating an “often” rating and a “High Extent” interpretation. Indicator 4, “Even if I do not like to do something, I still push myself to complete my tasks,” had the highest mean of 3.18 and interpreted as “High Extent”. Indicator 1, “I keep my workspace tidy so that I can work efficiently,” with a 3.12 and an interpretation of “High Extent”, followed by indicator 5, “I avoid excessive social encounters when at work to focus and complete my work,” with a mean of 3.02 and interpreted as “High Extent”. Indicator 3, “I use effective techniques for completing tasks on which I am procrastinating,” had a 2.98 mean with an interpretation as “High Extent”. While indicator 2, “I give my undivided attention to one task at a time,” had the lowest mean of 2.89 and interpreted as having a “High Extent”.

Indicator 2 demonstrated a lack of proficiency in using a single task at a time, while indicator 3 highlighted the application of efficient task com strategies to avoid procrastination. Indicators 4 and 5 highlighted the importance of pushing oneself and avoiding excessive social encounters to complete the tasks, which should result into a lower mean for managing the interruptions at work. According to Coral et al. (2020), working students should know how to manage their time and plan everything, as they often push themselves to complete tasks even when they are tired.

Problem 3. What is the student assistants’ level of intrinsic motivation in terms of Persistence, Engagement, and Sense of purpose and Intrinsic goals?

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The level of intrinsic motivation in terms of Persistence as perceived by the student assistants had a total mean of 3.34 with an interpretation of Very High Level. The mean of Indicator 1, "I put a lot of effort into my work and studies," was 3.49 and interpreted as Very High Level. Indicator 2, "I have to work very hard to attain and complete my tasks," has a mean of 3.49 and is interpreted as Very High Level; followed by indicator 3, "I need to use my free time to study my new assigned tasks," with a mean of 3.35 and interpreted as Very High Level. Indicator 4, "I have to exert more energy to complete my assigned tasks," had a mean of 3.31 and interpreted as Very High Level. Meanwhile, indicator 5, "I find it difficult to sustain my work and studies, but I have to," received the lowest mean of 3.09 and interpretation of High Level.

Results showed that student assistants' level of intrinsic motivation in terms of persistence is very high, implying their capability of continuing toward their goals even though there are obstacles, challenges, difficulties to attaining the goal. This is implied in almost all of the results of the indicators. It is easy for student assistants to sustain their work and studies, as indicated in Indicator 5. According to Henrik (2018), intrinsically motivated individuals have an influential effect on their work performance and are motivated to achieve their goals, especially at work.

Table 5 Intrinsic motivation in terms of Persistence

Statements	Mean	SD	Descriptive Rating	Interpretation
1. I put a lot of effort into my work and studies.	3.49	.63	Always	Very High Level
2. I have to work very hard to attain and complete my tasks.	3.48	.66	Always	Very High Level
3. I have to exert more energy to complete my assigned tasks.	3.31	.70	Always	Very High Level
4. I need to use my free time to study my new assigned tasks.	3.35	.74	Always	Very High Level
5. I find it difficult to sustain my work and studies but I have to.	3.09	.68	Often	High Level
Total Mean	3.34		Always	Very High Level

Legend: 1.00 -1.74 Never; Very Low level 2.50 – 3.24 Often; High level
1.75 – 2.49 sometimes; Low level 3.25 – 4.00 Always; Very High level

Table 6 presented the student assistants' level of intrinsic motivation regarding their engagement, with a total mean of 3.05 and High in interpretation. Indicator 5, "I like my work, which gives me more knowledge in doing it," had the highest mean of 3.36 and interpreted as Very High. Indicator 1, "I enjoy doing my work," with a mean of 3.16 and interpreted as High Level, followed by indicator 2, "I found my work assignment very interesting," with a mean of 3.10 with interpretation as High. Indicator 4, "I use break time creatively to avoid fatigue," had a 2.95 mean and interpreted as High. While indicator 3, "I only work as required," received the lowest mean of 2.69 and interpreted as High.

Table 6 Intrinsic motivation in terms of Engagement

Statements	Mean	SD	Descriptive Rating	Interpretation
1. I enjoy doing my work.	3.16	.81	Often	High Level
2. I found my work assignment very interesting.	3.10	.74	Often	High Level
3. I only work as required.	2.69	.92	Often	High Level
4. I use break time creatively to avoid fatigue.	2.95	.73	Often	High Level
5. I like my work which give me more knowledge in doing it.	3.36	.69	Always	Very High Level
Total Mean	3.05		Often	High Level

Legend: 1.00 -1.74 Never; Very Low level 2.50 – 3.24 Often; High level
1.75 – 2.49 sometimes; Low level 3.25 – 4.00 Always; Very High level

As reflected in Table 15, it is implied that the student assistants' level of intrinsic motivation in terms of engagement is high level. They may often feel enthusiastic, which makes them tend to be highly engaged in work. The indicator 5 that has the highest mean, implies that the student assistants like their work because they learn more about it as they work on it. So, their intrinsic motivation is not always just because they are required to work, as shown in indicator 3, but because of how they engage in the tasks at work. According to Dierdorff (2020), effective time management means working smarter than harder to problems and pressures at work.

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Table 7 presented the student assistants' level of intrinsic motivation regarding their sense of purpose, with a total mean of 3.37, interpreted as Very High. Indicator 1, "I believe that doing this work could help me to continue my studies," had the highest mean of 3.52 and an interpretation of Very High. Indicator 4, "This type of work provides me with security to finish my studies," with a mean of 3.49 and an interpretation of Very High and next to it were indicators 2: "I chose this type of work to attain my career goals," and 3: "This is the type of work I have chosen to attain certain important objectives that can be applied in my life," with a mean of 3.31 and interpreted as Very High. While indicator 5, "I believe that this work is relevant for the course I have chosen," had the lowest mean of 3.21 and a High level of interpretation.

Results implied about student assistants having clear sense of purpose. They possess a clear understanding of how their work aligns with their future goals. Indicator 5, means the assigned department is somewhat related to student assistants' course. Van den Broeck et al. (2021) study stated that intrinsically motivated individuals pursue work for their own interests and accept the outcome of the action they have chosen. Another study from Greater Good in Education (2023), affirmed that having a clear sense of purpose help individuals connect and work on their daily tasks.

Table 7 Intrinsic motivation in terms of Sense of Purpose

Statements	Mean	SD	Descriptive Rating	Interpretation
1. I believe that doing this work could help me to continue my studies.	3.52	.63	Always	Very High Level
2. I chose this type of work to attain my career goals.	3.31	.70	Always	Very High Level
3. This is the type of work I have chosen to attain certain important objectives that can be applied in my life.	3.31	.73	Always	Very High Level
4. This type of work provides me with security to finish my studies.	3.49	.60	Always	Very High Level
5. I believe that this work is relevant for the course I have chosen.	3.21	.78	Often	High Level
Total Mean	3.37		Always	Very High Level

Legend: 1.00 -1.74 Never; Very Low level 2.50 – 3.24 Often; High level
1.75 – 2.49 sometimes; Low level 3.25 – 4.00 Always; Very High level

Table 8 Intrinsic motivation in terms of Intrinsic Goals

Statements	Mean	SD	Descriptive Rating	Interpretation
1. It is my desire to work in order to finish my studies.	3.46	.64	Always	Very High Level
2. I want to succeed at my work and studies.	3.75	.47	Always	Very High Level
3. I want to perform with excellence in my work and studies.	3.57	.65	Always	Very High Level
4. I need to stick to the given task to finish and move to another task.	3.77	.66	Always	Very High Level
5. I did this work because I had to finance my studies.	3.61	.63	Always	Very High Level
Total Mean	3.63		Always	Very High Level

Legend: 1.00 -1.74 Never; Very Low level 2.50 – 3.24 Often; High level
1.75 – 2.49 sometimes; Low level 3.25 – 4.00 Always; Very High level

Table 8 displayed the student assistants' level of intrinsic motivation based on their perceived intrinsic goals, resulting in a total mean of 3.63 and interpreted as Very High. Indicator 4, "I need to stick to the given task to finish and move on to another task," had the highest mean of 3.77 and interpreted as having a Very High Level. Indicator 2, "I want to succeed at my work and studies," with a mean of 3.75 and interpreted as Very High Extent, followed by indicator 5, "I did this work because I had to finance my studies," with a mean of 3.61 and interpreted as Very High Level. Indicator 3, "I want to perform with excellence in my work and studies," had 3.57 mean and interpreted as Very High Level. While indicator 1 "It is my desire to work in order to finish my studies" had the lowest mean of 3.46 and interpreted as Very High Level.

The total mean results, implied that student assistants are truly driven to complete their work and studies. Kumar and Singh's study (2022) emphasized the significant hurdle of maintaining self-motivation and willpower as working students' transition to a more demanding schedule. It suggests the importance of realistic yet challenging goals and incorporating small

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rewards to sustain motivation and keep academic pursuits on track. Despite the obstacles, working students derived essential benefits, cultivating character, improving skills and fostering a positive outlook.

Problem 4. What is the work performance of student assistants?

Table 9 discloses the work performance of student assistants as perceived by the respondents, with a total mean of 3.34 and an interpretation of Very High. Indicator 13, "I observe proper grooming and personal hygiene when coming to school and work," had the highest mean of 3.69 and interpreted as Very High. Indicator 11: "I come to work regularly" with a mean of 3.53 and interpreted as Very High, followed by indicator 14: "I plan my work ahead of time so that I finish it on time" with a mean of 3.49 and interpreted as Very High. Indicator 4 "I am willingly extending my help and cooperation to complete the work," had a mean of 3.47 and interpreted as Very High. Indicator 15, "I came up with creative solutions to new problems," had a mean of 3.42 and interpreted as Very High. Indicator 12, "I observe work hours and break periods," had a mean of 3.41 and a Very High interpretation.

Moreover, indicator 8, "I organize my work well," had a 3.36 mean and a Very High interpretation. Indicator 3, "I can complete my work without supervision," and Indicator 5, "I can cope with works requiring new methods and practices" both have the same mean of 3.35 and an interpretation of Very High. Indicator 2, "I work diligently and conscientiously," had a mean of 3.32 and interpreted as Very High. Indicator 1, "I know all the phases of my work and other related tasks," had a 3.25 mean and interpreted as Very High. Indicator 6, "I have the ability to grasp new work quickly with brief instruction," had a mean of 3.20 and interpreted as High. Indicator 9, "I can complete large amount of work very satisfactorily," had a mean of 3.16 and interpreted as High. Indicator 10, "My work is complete and rarely commits error," had a 3.10 mean and interpreted as High. While indicator 7, "I show sound judgement under all circumstances," had the lowest mean of 2.99 and interpreted as High Level.

Table 9 Work performance of Respondents

Statements	Mean	SD	Descriptive Rating	Interpretation
I know all the phases of my work and other related tasks.	3.25	.64	Always	Very High Level
I work diligently and conscientiously.	3.32	.64	Always	Very High Level
I can complete my work without supervision.	3.35	.66	Always	Very High Level
I am willingly extending my help and cooperation to complete the work.	3.47	.63	Always	Very High Level
I can cope with works requiring new methods and practices.	3.35	.62	Always	Very High Level
I have the ability to grasp new work quickly with brief instruction.	3.20	.72	Often	High Level
I show sound judgement under all circumstances.	2.99	.73	Often	High Level
I organize my work well.	3.36	.66	Always	Very High Level
I can complete a large amount of work very satisfactorily.	3.16	.71	Often	High Level
My work is complete and rarely commits error.	3.10	.68	Often	High Level
I come to work regularly.	3.53	.62	Always	Very High Level
I observe work hours and break periods.	3.41	.66	Always	Very High Level
I observe proper grooming and personal hygiene when coming to school and work.	3.69	.52	Always	Very High Level
I plan my work ahead of time so that I finish it on time.	3.49	.65	Always	Very High Level
I came up with creative solutions to new problems.	3.42	.67	Always	Very High Level
Total Mean	3.34		Always	Very High Level

Legend: 1.00 -1.74 Never; Very Low level 2.50 – 3.24 Often; High level
1.75 – 2.49 sometimes; Low level 3.25 – 4.00 Always; Very High level

Results show that work performance of the student assistants is generally, Very High. With proper grooming, work planning ahead of time, coming to work regularly, and extending help when needed were high level of characteristics of student assistants that performed at work. According to Shahinuzzaman et al. (2016), high workplace commitment predicts a positive impact on work performance. Alhasani et al. (2021) added that trusting in an individuals' ability to perform the assigned work boosts their confidence, which in turn improves their performance.

Problem 5. Do student assistants' extent of engagement in time management strategies significantly differ considering their profile?

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Table 10 illustrates the overall result of student assistants' extent of engagement in time management strategies and the profile's age, sex, current course, and 1st semester GPA, SY 2023-2024. The results revealed that there was no significant difference between the strategies and profiles, thus failing to reject the null hypothesis. An age profile with an overall F-value of 1.22 associated with ap-value of 0.30, interpreted as not significant, failed to reject the null hypothesis. Sex profile yield an overall F-value of 2.27 and p-value of 0.14; the current course yields an F-value of 0.63 and a p-value of 0.79; and previous semester's GPA yields a F-value of 0.87 and ap-value of 0.53, interpreted as not significant, failing to reject the null hypothesis.

The overall rating indicated that time management strategies have no significant difference with the student assistants' profiles. This means that profiles of the student assistants did not directly affect their performance in performing the respective time management strategies. All student assistants, regardless of age, whether they were male or female, enrolled in a different course, or academic performance as measured by GPA, can still manage their time strategically. Strategies helped them maximize their time to complete the required tasks at work and at school. According to Bangquiao et al.'s (2023) study, there was no significant difference between demographic patterns and civil status, age and gender of student assistants and time management. As affirmed by Amida et al. (2021) study, they revealed that regardless of gender, they can excel in different areas, as male exhibits higher career goals while female have stronger time management scales. Additionally, Farzand et al. (2019) study emphasized that time management skills implied that student with varying profiles are likely to employ time management strategies to achieve the desired level of motivation.

Table 10 Test of Difference in the Time Management Strategies when Respondents are Grouped according to their Profile

Time Management Strategies				
Profile	F	Sig.	Ho Decision	Interpretation
Age	1.22	0.30	Failed to reject Ho	No significant difference
Sex	2.27	0.14	Failed to reject Ho	No significant difference
Course	0.63	0.79	Failed to reject Ho	No significant difference
GPA	0.87	0.53	Failed to reject Ho	No significant difference

Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

Problem 6. Is there a significant relationship between time management strategies and work performance?

Table 11 reveals the correlation between time management strategies and work performance, revealing that Prioritization yields an r-value of .352, Time Allocation with r-value of .358, Task Planning r-value of .422, and Interruption Management with an r-value of .466, all of which have p-value of .000 with a significant interpretation for this study, rejecting the null hypothesis. The concluded with a Pearson r of .504 and a p-value of .000 indicating a significant relationship, thus rejecting the null hypothesis.

Table 11 Correlation Coefficients and Significance of Time Management Strategies and Work Performance

Work Performance	Time Management Strategies														
	Prioritization			Time Allocation			Task Planning			Interruption Management			Overall		
	Pearson r	P-value	Interpretation	Pearson r	P-value	Interpretation	Pearson r	P-value	Interpretation	Pearson r	P-value	Interpretation	Pearson r	P-value	Interpretation
Overall	.352**	.000	S	.358**	.000	S	.422**	.000	S	.466**	.000	S	.504**	.000	S

Legend: Very Weak-0.0-0.20; Weak-0.21-0.40; Moderate-0.41-0.60; Strong-0.61-0.80; Very Strong-0.82-1.00 (NS=Not Significant, S=Significant)

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

The overall result of time management strategies, including prioritization, time allocation, task planning, and interruption management, indicated a moderately significant relationship with the work performance of student assistants. As affirmed by the

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study of Kandemir et al. (2014), time management is important for maximizing utility and empowering student assistants to perform well. Student assistants managed to distribute their time to different tasks and activities, organize the tasks by setting and scheduling them and tidy their workplace to avoid interruptions while performing their tasks in the workplace. Another study by Dierdorff (2020) emphasized about the effective time management and that working smarter leads to meeting deadlines and superior work performance while achieving better results at work. Moreover, a study by Lutkevich (2023) highlighted that organizing, scheduling, and planning were the tools needed to perform tasks at work productively.

Problem 7. Is there a significant relationship between intrinsic motivation and work performance?

Table 12 showed the overall correlation between intrinsic motivation and work performance in which Persistence, Engagement, Sense of Purpose, and intrinsic goals both have significant remarks with a r-value of .621, as moderate correlation and ap-value has lower than the significance level, rejecting its null hypothesis. Persistence yield an r-value of .450, Engagement has r-value of .425, Sense of purpose has r-value of .461, and Intrinsic goals' r-value of .475 were all interpreted as significant and with the decision to reject the null hypothesis.

Table 12 Correlation Coefficients and Significance of Intrinsic Motivation and Work Performance

	Intrinsic Motivation														
	Persistence			Engagement			Sense of Purpose			Intrinsic Goals			Overall		
	Pearson r	P-value	Interpretation	Pearson r	P-value	Interpretation	Pearson r	P-value	Interpretation	Pearson r	P-value	Interpretation	Pearson r	P-value	Interpretation
Overall	.450**	.000	S	.425**	.000	S	.461**	.000	S	.475**	.000	S	.621**	.000	S

Legend: Very Weak-0.0-0.20; Weak-0.21-0.40; Moderate-0.41-0.60; Strong-0.61-0.80; Very Strong-0.82-1.00 (NS=Not Significant, S=Significant)

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Results showed that student assistants have the innate drive to perform tasks at work, pursuing a goal that innately fulfills them. They liked to get involved and work on a challenging task or goal with a clear understanding of the tasks, while the accomplishments inherently satisfied them, which boosted their work performance. The study by Henrik (2018) revealed that intrinsically motivated individuals exhibited higher commitment, job satisfaction, and a boosted performance level. The Mitaya et al. (2014) study found that personal fulfillment and a feeling of joy at work made student assistants stay at their job rather than monetary or recognition-type rewards, which supports the concept of intrinsic motivation for personal fulfillment and feelings of joy at work significantly influence the performance.

Additionally, Oclaret (2021) study demonstrates that work performance positively influences the intrinsic motivation factors. As affirmed by the Cherry and Morin study (2023), intrinsic motivation is defined as an internal drive that brings satisfaction to performing activities at work and engaging in a behavior that gives a chance for discovery and self-actualization rather than pursuing a reward. Moreover, Van Dijke et al. (2019) found that direct supervisors helped working students' persistence towards behavior, including volunteerism, job performance, and creativity at work, as this intrinsic motivation would be beneficial to greater work-life balance.

IV. CONCLUSIONS

The study concluded that time management strategies and intrinsic motivation are vital to the success of student assistants. Consistent use of time management strategies and high levels of intrinsic motivation, despite diversity of participant profiles, collectively led to improved work performance. To effectively manage time, student assistants required clarity of goals, commitment to challenges, including receiving feedback, and setting appropriate goals to improve work performance.

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Additionally, when intrinsic motivation is satisfied, student assistants become motivated to complete their tasks. Targeted support programs can address the identified challenges faced by student assistants, thereby enhancing their work performance. Therefore, it is essential for universities to implement support systems that foster intrinsic motivation and teach effective time management strategies. These interventions will not only help student assistants excel in their academic and work responsibilities but also contribute to their overall development and well-being.

V. RECOMMENDATIONS

The following recommendations were provided in light of the findings of the study:

1. Office of Student Affairs and Services (OSAS). The identification of challenges faced by student assistants can lead to the development of targeted workshops and programs. These initiatives should focus on time management strategies, including task planning, time allocation and interruption management. Additionally, workshops should cover interpersonal skills and strategies for managing workload and task efficiently. Implementing a feedback system to evaluate their performance at work at the end of each semester will help address and improve these skills continuously.
2. Direct Supervisor. These supervisors play a critical role in the development and success of student assistants. To address the challenges faced at work, supervisors should set clear and achievable goals and offer flexible scheduling options to help student assistants balance their school and work responsibilities effectively.
3. Student Assistants. Regularly assessing time management practices and motivation levels, identifying areas for improvement, and seeking assistance or resources from peers or direct supervisors can enhance the performance and ensure the successful completion of assigned tasks.
4. Teacher. Recognizing struggling student assistants in their academic standing due to work responsibilities. Offering them deadlines and support, and educational services can support them to improve their academic performance.
5. Future Researchers. Future researchers could include diverse populations, expand research to various universities and student profiles, and conduct longitudinal studies to monitor the impact of time management strategies and intrinsic motivation on the performance among working students.

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