The Role of Time Management and Sense of Belonging on Students' Psychological Well-Being

Perez, Dianne S.[1], Alcalde, Pink Quennie M.[1], Bacurayo, Cyrus Jay D.[1], Bihay, Jarel A.[1], Caunan, Ivan Dave B.[1], Compendio, Sarah Jean T.[1], Escobido, Juana Ven D.[1], Majestad, Mariel A.[1], Tejero, Jonnavic C.[1], Vicentino, Princess Kichell[1]; Krystal Joy M. Clamares[2], PhD; Anna Marie O. Pelandas[2], MAEd

[1]Department of Education, Senior High School Students, Philippines

[2]Department of Education, Senior High School Teachers, Division of Davao de Oro, Philippines
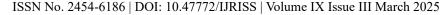
ABSTRACT

This research intent on determining the influence of time management and sense of belonging on the psychological well-being of students. A quantitative-correlational approach was used for this research, involving 269 respondents from the senior high school students of Lorenzo S. Sarmiento Sr. National High School. The statistical techniques applied in this study included the average weighted mean, Spearman's rho, and multiple regression analysis. The main objective of the study was to assess the levels of time management, sense of belonging, and students' psychological well-being through their respective indicators, explore the significant connections between time management, sense of belonging, and students' psychological well-being, and identify which domains of time management and sense of belonging notably affect students' psychological well-being. The findings indicated that the level of time management was very high, the level of sense of belonging was high, and the level of psychological well-being among students was very high. Furthermore, a significant relationship existed between time management, sense of belonging, and psychological well-being, with one out of three domains of time management and also two out of three domains of sense of belonging influence students' psychological well-being. Therefore, it was concluded that effective time management and a stronger sense of belonging were closely associated with improved psychological well-being.

Keywords: GAS, Time Management, Sense of Belonging, Psychological Well-being, Philippines

INTRODUCTION

The psychological well-being of students was a global concern, with studies highlighting the challenges faced by students in various countries (Chaudhry, 2019). For instance, in South Korea, there was a growing concern about the high levels of stress and anxiety experienced by students, often linked to intense academic pressure and a competitive educational system (Chung & Park, 2023). Similarly, Misic (2023) affirmed that in Japan, students grappled with a culture of conformity and pressure to succeed academically, leading to issues with mental health. Moreover, in India, the pressure to achieve high scores in standardized tests and secure admission to prestigious institutions contributed to psychological distress among students (Nagle & Sharma, 2019).

In the Philippines, a study conducted by Borbon (2021) in Batangas found out that time management was essential for students to succeed in their studies. According to Calonia et al. (2019), learning how to prioritize tasks, set schedules, and stay motivated were vital for students to become successful. Moreover, Bueno (2019) revealed that time management significantly influenced psychological well-being among Filipino students, particularly in the context of school and life transitions. In connection with this, Dalan and Lopez (2024) argued that young professionals experiencing a quarter-life crisis exhibited low psychological well-being, highlighting the need for effective time management strategies to navigate life transitions.

A study conducted in Cebu revealed that the sense of belonging was essential, emphasizing the importance of having a sense of belonging for young people, particularly during their formative years (Latoza & Marcojos, 2020). Bowen (2021) further discussed how feeling truly accepted, respected, included, and supported by those around you was more important than simply belonging to a group. In a welcoming and encouraging environment that fosters a sense of acceptance and belonging, students recognized the importance of school activities (Magallanes, 2020). Furthermore, Suan (2020) argued that students value the sense of belonging because it made them feel more motivated, inspired, and successful in life, thereby affecting their psychological well-being positively.
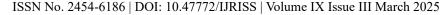
In Region XI, Bulosan (2021) noted that students faced many challenges that greatly affected their mental health. The weight of financial burdens and family responsibilities added to the stress and anxiety that students experienced (Martinez et al., 2021). Additionally, a study conducted by Anthony (2021) in Davao De Oro mentioned that the lack of adequate support systems could exacerbate the challenges students faced, leaving them feeling alone and unsupported. To add, socio-economic inequality and cultural pressures caused students' stress, anxiety and psychological problems (Brons et al., 2024). Furthermore, in Lorenzo S. Sarmiento Sr. National High School, the researchers observed that some students faced a variety of challenges such as academic pressure and social pressure.

Research Objectives

1. To assess the level of students' time management in terms of:

   1.1 task prioritization;
   1.2 task listing; and
   1.3 task scheduling.

2. To evaluate the level of students' sense of belonging in terms of:

   2.1 perceived peer support;
   2.2 perceived classroom comfort; and
   2.3 perceived faculty support.

3. To find out the level of students' psychological well-being in terms of:

   3.1 autonomy;
   3.2 environmental mastery; and
   3.3 personal growth.

4. To determine the significant relationship between time management and students' psychological well-being.

5. To ascertain the significant relationship between the sense of belonging and students' psychological well-being.

6. To find out which of the domains in time management would influence students' psychological well-being.

7. To identify which of the domains in sense of belonging would influence students' psychological well-being.

METHODOLOGY

This study employed a quantitative, correlational research design to investigate the relationship between time management and sense of belonging in relation to students' psychological well-being. It aimed to establish if interventions designed to enhance time management and to develop a sense of belongingness were supportive of healthy mental health for the student (Au, 2023). A correlational design was adopted because it allowed the

comparison of two groups, though it emphasized the fact that such a setting did not afford random assignment because the researchers were not in control (Price et al., 2015). This correlational design was especially quite appropriate for the assessment of interventions in naturalistic settings where there may be such consideration or burden that did not readily allow for random assignment (Miller et al., 2019).

This study included the use of a validated psychological well-being scale for the intervention group, which received time management training and support for a sense of belonging, while the control group received standard academic assistance (Villarosa & Ganotice, 2018). Time management intervention focused on the ability of students to effectively use appropriate techniques in time management such as goal setting, prioritization techniques, and skills that manage stress (Kader, 2019). The sense of belonging intervention aimed to create an inclusive and supportive school environment for the development of community, peer interaction, and opportunities for social contact (Midgen et al., 2019).

Population and Sample

The researchers used simple random sampling to ensure that every senior high school student had a chance of being included in this study. The subjects of this study were the 269 senior high school students of Lorenzo S. Sarmiento Sr. National High School, male or female, and officially enrolled in the 1st Semester, School Year 2024-2025. However, this study did not include any junior high school students because they lacked the necessary qualities for this research. According to Roscoe (1975), a sample size greater than 30 and less than 500 is suitable for quantitative research. The sample size was computed using the Raosoft sample size calculator. Out of a population of 889 individuals, a random sample of 269 respondents was selected based on the Raosoft sample size calculator. To determine the number of respondents in each section, stratified random sampling was used.

Senior high school students were selected for studying time management, sense of belonging, and psychological well-being due to their crucial transition period involving academic challenges, social adjustments, and identity formation. Effective time management helped balance academics and personal life, reducing stress, while a sense of belonging fostered social support and boosts self-esteem. Their experiences provided insights into psychological well-being factors, given their vulnerability to psychological pressures during this significant phase. The diverse learning environments they navigate enabled the exploration of time management and belonging's impact in different contexts, guiding the development of interventions to support their psychological well-being throughout and beyond their academic journey.

Section	Population	Respondents
A	52	16
B	49	15
C	51	15
D	54	16
E	44	13
F	52	16
G	42	13
H	56	17
I	39	12
J	39	12
K	40	12
L	46	14
M	38	11

N	45	14
O	43	13
P	47	14
Q	53	16
R	51	15
S	48	15
Total	889	269

Table 1. Population and Sample Size of Respondents

Statistical Tool

The following statistical tools was utilized for analyzing and interpreting the data:

Mean. This statistical tool was used to determine the level of time management, sense of belonging and students' psychological well-being.

Spearman's rho. This statistical tool was used to determine the significance on the relationship of time management and sense of belonging on students' psychological well-being.

Multiple Regression Analysis. This statistical tool was used to determine the role of time management and sense of belonging on students' psychological well-being.

RESULTS

Level of Time Management

Table 2 shows the level of time management in terms of task prioritization, task listing, and task scheduling. The overall mean is 4.23, illustrated as very high, with a standard deviation of 0.56. The very high level could be allocated to the high ratings given by the respondents in all indicators. This necessitate that the respondents' responses to the level of time management are very much positive in terms of task prioritization, task listing, and task scheduling.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.24 or very high for task prioritization with a standard deviation of 0.62; 4.23 or very high for task scheduling with a standard deviation of 0.65: and 4.21 or very high for task listing with a standard deviation of 0.63.

Table 2. Level of Time Management

Indicators	Mean	SD	Descriptive Equivalent
Task Prioritization	4.24	0.62	Very High
Task Listing	4.21	0.63	Very High
Task Scheduling	4.23	0.65	Very High
Overall	4.23	0.56	Very High

Level of Sense of Belonging

Shown in Table 3 are the mean scores for the indicators of students' sense of belonging, with an overall mean of 4.08 and describe as high with a standard deviation of 0.53. This high level could be ascribed to the high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of

students' sense of belonging was positive in terms of perceived peer support, perceived classroom comfort, and perceived faculty support.

The cited overall mean score was the result acquired from the following computed mean scores from highest to lowest: 4.12 or high for perceived faculty support with a standard deviation of 0.60: 4.11 or high for perceived peer support with a standard deviation of 0.63; and 4.00 or high for perceived classroom comfort with a standard deviation of 0.69.

Table 3. Level of Sense of Belonging

Indicators	Mean	SD	Descriptive Equivalent
Perceived Peer Support	4.11	0.63	High
Perceived Classroom Comfort	4	0.69	High
Perceived Faculty Support	4.12	0.6	High
Overall	4.08	0.53	High

Level of Psychological Well-being

Table 4 presents the mean scores of students' psychological wellbeing with regard to of autonomy, environmental mastery, and personal growth. The overall mean is 4.28 with an equivalent elucidation of very high and with a standard deviation of 0.97. This shows that the respondents' responses to the level of students' psychological well-being are very much positive with regard to autonomy, environmental mastery, and personal growth.

The cited overall mean score was the result garnered from the following computed mean scores from highest to lowest: 4.50 or very high for personal growth with a standard deviation of 2.60: 4.27 or very high for autonomy with a standard deviation of 0.56: and 4.08 or high for environmental mastery with a standard deviation of 0.67.

Table 4. Level of Psychological Well-being

Indicators	Mean	SD	Descriptive Equivalent
Autonomy	4.27	0.56	Very High
Environmental Mastery	4.08	0.67	High
Personal Growth	4.5	2.6	Very High
Overall	4.28	0.97	Very High

Significance on the Relationship Between Time Management and Psychological Well-being

Table 5 appears that time management and students' psychological well-being have a Spearman's rho of 0.692*, indicating a moderate correlation. Besides, a p-value of <.001, lesser than the 0.05 p-value, means a not significant relationship between time management and students' psychological well-being. As a result, the null hypothesis, which states no significant relationship between time management and students' psychological well-being, is rejected. This suggests that enhanced time management abilities are probably linked to greater psychological well-being.

Table 5. Significance on the Relationships Between Time Management and Psychological Well-being

		Time Management
Psychological Well-being	Spearman's rho	0.692*
	p-value	<.001

Significance on the Relationship Between Sense of Belonging and Psychological Well-being

Table 6 appears that sense of belonging and students' psychological well-being have a Spearman's rho of 0.693*, indicating a moderate correlation. Besides, a p-value of <.001, lesser than the 0.05 p-value, means a significant relationship between sense of belonging and students' psychological well-being. As a result, the null hypothesis, which states no significant relationship between sense of belonging and students' psychological well-being, is rejected. This suggests that a greater sense of belonging is linked to improved psychological well-being.

Table 6. Significance on the Relationships Between Sense of Belonging and Psychological Well-being

		Sense of Belonging
Psychological Well-being	Spearman's rho	0.693*
	p-value	<.001

Multiple Regression Analysis on the Influence of the Domain of Time Management on Psychological Well-being

The data shown in Table 7 are the regression coefficients to test the significant influence of students' time management and students' psychological well-being. Using the Multiple Regression Analysis, the data disclosed that the influence of time management and psychological well-being has an f-value of 9.332 and a corresponding significance p-value of <.001, which is significant.

This means that the level of students' time management influences the students' psychological well-being since the probability is less than 0.05. The coefficient of determination (R^2), which is 0.095, imply that 9.5% of the variation in the students' psychological well-being was influenced by time management. The remaining 90.5% is chance variation, which propose that other factors beyond the scope of this study may also be imputed to students' psychological well-being.

Table 7. Multiple Regression Analysis on the Influence Between Time Management on Psychological Well-being

Time Management	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Task Prioritization	-0.065*	-0.768	0.443	H_o is not rejected
Task Listing	0.207*	2.386	0.018	H_o is rejected
Task Scheduling	0.176*	1.941	0.053	H_o is not rejected
Dependent Variable: Psychological Well-being				

$p < 0.05$ R = 0.309 R^2 = 0.095 F-value = 9.322 p-value <.001

Therefore, as presented in the table, the hypothesis that no domain in time management significantly influences psychological well-being is rejected on task listing.

Multiple Regression Analysis on the Influence of theDomain of Sense of Belonging on Psychological Well-being

Data shown in Table 8 are the regression coefficients to test the significant influence of students' sense of belonging and students' psychological well-being. Using the Multiple Regression Analysis, the data released that the influence of students' sense of belonging and students' psychological well-being has f-value of 17.287 and corresponding significance p-value of <.001 which was significant.

This means that the level of students' sense of belonging influences the students' psychological well-being since the probability is less than 0.05. The coefficient of determination (R^2) which is 0.164 specifies that 16.4% of the

variation in the students' psychological well-being influenced by sense of belonging. The remaining 83.6% is chance variation which submits that other factors beyond the scope of this study may also be ascribed to students' psychological well-being.

Table 8. Multiple Regression Analysis on the Influence Between Sense of Belonging on Psychological Well-being

Sense of Belonging	Coefficient	t-value	p-value	Decision $\alpha = 0.05$
Perceived Peer Support	0.189	2.591	0.01	H_o is rejected
Perceived Classroom Comfort	-0.03	-0.393	0.695	H_o is not rejected
Perceived Faculty Support	0.297	4.326	<.001	H_o is rejected
Dependent Variable: Psychological Well-being				

$*p < 0.05$ R = 0.405* R^2 = 0.164 F-value = 17.287 p-value <.001

Therefore, as presented in the table, the hypothesis that no domain in sense of belonging significantly influences psychological well-being is rejected on perceived peer support and perceived faculty support.

DISCUSSIONS
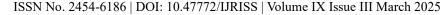
Level of Time Management

In the precursory chapter, the results concerning students' time management were discussed. It indicated that students exhibited a very high level of time management, implied a substantial influenced of various factors on students and their methods of learning.

The findings of the study is in relation to Adams (2019) emphasized that a student's psychological well-being was significantly influenced by their time management, and which suggested that proficient time management was linked to improved academic performance and reduced anxiety among students. Nevertheless, a considerable number of students struggled to achieve a balanced between their academic responsibilities and everyday life. Effective time management abilities had been demonstrated to positively influenced student learning and achievement. Additionally, the ability to effectively manage their time was essential for students to cultivate solid study habits and successful strategies.

The study affirms the idea of Desierto et al. (2017) pointed out that effective time management required task prioritization. Their research indicated that in order to accomplish their academic and personal goals, students had be able to manage their time well. Our study's research findings indicated that focusing on high-priority assignments that support their objectives could significantly enhanced students' psychological well-being.

Likewise, task scheduling had become a fundamental element of effective time management, confirms the idea of Yazdani and Haghani (2024). This examination explored the intricate domain of task scheduling, extracting insights from numerous research studies. Schedulers, particularly in complicated settings, were essential for effective time management. Their capacity to oversee upcoming tasks, even in the face of disruptions, underscores the importance of strong time management strategies to addressed external demands without affecting productivity.

Lastly, although task listing received the lowest average in time management, this essential skill greatly impacts stress levels, overall achievement in educational environments, which supports the study of Burrus et al. (2013). By analyzing these tasks, they could enhanced our understanding of the obstacles and strategies related to effective time management. A significant point was that people frequently overestimated the time needed for tasks, resulted in an under appreciation of the required planning time.

Level of Sense of Belonging

In the foregoing chapter, the study delineated the level of sense of belonging of students. The findings indicated that the students reported a strong sense of belonging. Furthermore, all three metrics for this variable were also rated as high, implying a notably robust presence of this attributed among the students.

The respondents' sense of belonging demonstrates favorable views and strong abilities in addressing issues connected to perceived faculty support, perceived peer support, and perceived classroom comfort. This robust sense of belonging signified a supportive atmosphere for tackling challenges.

The results of the study is in relation to Dias-Broens et al. (2024), which affirms that students' sense of belonging in a variety of academic environments was greatly influenced by their perceived faculty support. Strong faculty relationships had been shown to improved students' dedication to their majors and general satisfaction, especially in settings that supported professional growth and mentoring. Furthermore, particularly for disadvantaged students, improved class identity and belonging were correlated with good instructor communication, such as offering face support during feedback. In general, respondents thought that faculty members were sympathetic and empathetic, which enhanced their feeling of community.

The study affirms the idea of Won et al. (2019), indicated that a significant factor in creating a feeling of belonging was perceived peer support, which was the high mean in sense of belonging. Individuals frequently had a better sense of belonging when they feel supported by their peers. This was because it offered social connection, emotional validation, and a sense of being valued within a group. Depression, emotional health, and perceived peer support among students.

Finally, students' sense of belonging was strongly impacted by perceived classroom comfort, which had the lowest mean. This result supports the findings of Verbree et al. (2025), which stated that lower classroom comfort levels were frequently associated with a lowered sense of belonging. Students from minority backgrounds frequently reported feeling less at ease, which affected their sense of belonging. For example, compared to their peers, students with impairments feel less authentic and like they belong.

Level of Psychological Well-being

The previous chapter presented the findings regarding students' psychological well-being. It showed that their psychological well-being was characterized as very high. The indicators of this were autonomy and personal growth, both of which received very high ratings, while environmental mastery was rated as high.

The study confirms the aim of Ayub and Iqbal (2012) indicating that the greatest mean in psychological well-being was personal growth, which was significant. Personal growth activities were frequently associated with greater levels of psychological well-being. According to research, those who actively pursued personal development report feeling better overall and experiencing less psychological suffering. In addition, personal growth initiated were positively associated with psychological well-being, as evidenced by studies that shown adolescents with high levels of personal growth initiative report lower levels of psychological distress.

Furthermore, autonomy is a complex psychological well-being factor that varied throughout populations and settings. The findings of the study is in relation to Ruiz and Yabut (2024), which supports that autonomy was frequently linked to positive outcomes like greater self-efficacy and identity commitment, it can also have negative effects, especially when cultural or developmental factors were taken into account. Adolescent autonomy could had a negative impact on psychological well-being, particularly identity commitment was low. This nuanced knowledge was crucial to understanding how autonomy affected psychological well-being. Thus, autonomy without a strong sense of self could resulted in mental health issues.

Lastly, there is evidenced that adverse environmental mastery could considerably damage psychological well-being, this confirms the study of Seifert (2005), which founded that environmental mastery had the lowest mean in psychological well-being. Numerous studies shown that both the natural and built surroundings had significant influences on psychological well-being, frequently showing that unfavorable circumstances were associated with

poorer levels of psychological well-being.

Significance on the Relationship Between Time Management and Psychological Well-being

The findings of the study shown a strong correlation between students' psychological well-being and their ability to manage their time. A correlation between these two variables was shown by the p-value. This association argued that students' psychological well-being increases in sync with their improved time management.

This study investigates the relationship between time management and psychological well-being among students. Sustaining a healthy balance between personal and school responsibilities enhances overall well-being. Additionally, this explores how effective time management contributes to fulfilling these needs, particularly autonomy, and subsequently enhances psychological well-being. Furthermore, this aligns with the understanding that fostering competence and relatedness through effective time management contributes to overall well-being.

Moreover, this study is highlighted by Ephraim (2024), which affirmed that effective time management lowers stress and improves academic performance, both of which have a substantial impact on psychological well-being. This aligns with Pickle Jar Theory of Wright (2002), indicated that to effectively manage time, it was important to assess the relative significance of each task and use that information to organize one's schedule. Less stress and greater emotional adjustment are experienced by students who are proficient in time management, which enhances their general psychological health and quality of life.

Significance on the Relationship Between Sense of Belonging and Psychological Well-being

This correlation aligns with Kelly et al. (2021) research, which emphasizes the significant role of sense of belonging on students' psychological well-being. This was also highlighted on the study of Mellinger et al. (2023), emphasizes that sense of belonging added a minimal significant amount of variance to self-acceptance.

Affirming the study conducted by Smith (2024), this study reveals that a strong sense of belonging fosters resilience, reduces anxiety, depression, and promotes overall well-being. In addition, the study found that sense of belonging and psychological well-being was inversely correlated. Also, this connection was associated with enhanced psychological well-being. They fully mediated the effect of positive social contact on well-being measures, highlighting their crucial role in psychological well-being.

Finally, this study affirms the idea of Romeo et al. (2021), indicates that the relationship between sense of belonging and psychological well-being assert the improved belongingness correlates with better self-assessed health and reduces chronic conditions. This aligns with Belongingness Theory of Horn (2017), which posits that the importance of social interactions and a sense of belonging, further supports the study's findings by demonstrating how educators' resilience and ability to create a positive learning environment can foster student engagement.

Multiple Regression Analysis on the Influence of the Domain of Time Management on Psychological Well-being

The regression analysis investigated the influence of time management on the students' psychological well-being revealed that one domain, task listing have a significant impact on psychological well-being, while the task prioritization and task scheduling has been found to have no impact. Among these domains, task prioritization had a highest influence found on the task prioritization domain, followed by the task scheduling. In contrast, the task listing domain was also identified significantly influencing students' psychological well-being.

This findings affirmed the study of Young et al. (2024), indicating that time management interventions have been shown to positively impact students' mental health by reducing perceptions of time pressure and enhancing school-life balance. Additionally, a systematic review is underway to evaluate the effectiveness of these interventions, indicating a growing recognition of their importance in promoting well-being in professional settings.

Furthermore, this findings highlighted from the study of Bourke et al. (2024), which stated that time management

interventions can enhance psychological well-being by addressing time poverty and school intensification. Effective strategies include goal setting, planning, and prioritization, which may alleviate stress and improve overall mental health among students. The study found that effective leisure-time management positively influences subjective well-being among students, with significant associations observed over time. Supported by Harada and Masumoto (2023), noted that improved management of leisure activities enhances psychological well-being, indicating its importance in optimizing life satisfaction in this demographic.

Moreover, this study aligned by the idea of Tomczyk and Altweck (2021), indicating that effective time management is crucial for enhancing life satisfaction and mental health. Furthermore, time management influences psychological well-being by promoting meaningful engagement in activities, supporting autonomy, and balancing school-life demands. Effective time use enhances satisfaction and reduces stress, ultimately contributing to higher levels of happiness and overall mental health.

Lastly, this study affirms the aim of Aeon and Faber (2021), indicating that effective time management can contribute positively to overall mental health and well-being. Also, supports by the study of Sharma and Pravah (2019), which stated that improved time management correlates with increased emotional well-being, while poor time management is linked to negative emotions and decreased well-being. In addition, practicing time management can indirectly enhance psychological well-being by reducing time pressure.

Multiple Regression Analysis on the Influence of the Domain of Sense of Belonging on Psychological Well-being

The regression analysis examined the influence of sense of belonging on the students' psychological well-being revealed that one domain, perceived classroom comfort have a significant impact on psychological well-being, while the perceived peer support and perceived faculty support has been found to have no impact. Among these domains, perceived faculty support had a highest influence found on the perceived faculty support domain, followed by the perceived peer support. In contrast, the perceived classroom comfort domain was also identified significantly influencing students' psychological well-being.

This finding affirms the study of Haim-Litevsky et al. (2023), which noted that belonging was linked to meaningful participation in daily activities, which in turn enhances well-being. Conversely, while belonging is crucial for well-being, excessive dependence on social acceptance can lead to anxiety and stress when individuals feel excluded or disconnected, suggesting a complex relationship that warrants further exploration. Additionally, supports the study of Noori (2024), which shows how these feelings impact individuals' overall wellbeing.

Also, highlighted the study of Mellinger (2023), indicating that positive social contact enhances belonging, which mediates its effects on various well-being outcomes, highlighting its importance in psychological health. Additionally, assisted by the study of Arslan (2022), which noted that a school-based sense of belonging significantly enhances psychological well-being in academically at risk adolescents, promoting resilience and social functioning while reducing psychological and emotional distress, highlighting its crucial role in mental health and overall functioning.

Ultimately, this study was verified by Kelly-Ann (2022), which highlights the importance of meaningful relationships across various life stages, combating loneliness and promoting life satisfaction in an increasingly isolated world. It indicates that both spatial and temporal rootedness significantly predict psychological well-being, with feelings of belonging in specific places and times enhancing meaning in life and reducing depressive symptoms, thereby contributing positively to overall psychological health.

CONCLUSION

The conclusions drawn from the study were based on its results. The findings revealed that students exhibit a very high level of time management, along with key indicators such as task prioritization, task listing, and task scheduling. Additionally, the study indicated that sense of belonging is high, supported by indicators including perceived faculty support, perceived peer support, and perceived classroom comfort. Furthermore, the overall psychological well-being of students is found to be very high, with indicators of autonomy and personal growth

rated as very high, while environmental mastery is rated as high. As a result, these findings challenge the theoretical assumption that there is no significant relationship between the roles of time management and sense of belonging in relation to students' psychological well-being.

Furthermore, an analysis using Spearman's rho product moment correlation has shown that time management is strongly correlated with their psychological well-being, and a similar strong correlation exists between sense of belonging and their psychological well-being. Conversely, this study finds that students' psychological well-being is significantly influenced by both time management and a sense of belonging, with one out of three time management domains and two out of three sense of belonging domains having an impact on students' psychological well-being.

REFERENCES

1. Adams, R. (2019). Impact of Time Management Behaviors on Undergraduate Engineering Students' Performance. *SAGE Open,* 9(1):215824401882450.
2. Au, S. (2023). The relationship between sense of belonging, academic performance, and self-acceptance: A study of college students. *Journal of College Student Development*, 54(3), 245-261.
3. Anthony, S., (2021). Implementation Practices of Reading Programs in Elementary Education in Davao De Oro: A Multiple Case Study,https://rsisinternational.org/journals/ijriss/ articles/ implementation -practices-of-reading programs-in-elementary-education- in-davao-de-oro-a multiple-case-study/
4. Ayub, N., Iqbal, S. (2012). The Relationship of Personal Growth Initiative, Psychological Well- being, and Psychological Distress among Adolescents, *Journal of Teaching in Physical Education*, 1, 101-107.
5. Borbon, N.F. (2021). Time Management, Learning Motivation and Academic Performance of Dentistry Students, *Rangsit Journal of Social Sciences and Humanities,* 33(5), 2539-5513.
6. Bowen, J., (2021). Why is it Important for Students to Feel a Sense of Belonging at School? 'Students choose to be in Environments That Make Them Feel a Sense of Fit,' Says Associate Professor Deleon Gray, https://ced.ncsu.edu/news/2021/10/21/why-is-it important-for-students-to-feel-a-sense-of-belong ing-at-school-students-choose-to-be-in environ ments-that-make-them-feel-a-sense-of-fit-says associate-professor-Deleon-gray/
7. Bueno, D. (2019). Enhancing Graduate School Experience: A Comprehensive Evaluation of Student Satisfaction with Services and Facilities, *Institutional Multidisciplinary Research and Development Journal,* 65(4), 2619-7820.
8. Bulosan, D., (2021). Consequences of Student MentalHealth Issues, https://sprc.org/settings/colleges and-universities/ consequences-of-student mental-health-issues/.
9. Burrus, J., Jackson, T., Holtzman, S., Roberts, R., (2013). Examining the Efficacy of a Time Management Intervention for High School Students, https://files.eric.ed.gov.
10. Brons, M., Helbich, M., Elgar, F., Lenzi, M., (2024). School socioeconomic status and psychological complaints among adolescents in 44 countries: The mediating role of schoolwork pressure and classmate support and the moderating role of family SES and country-level income inequality, https://www.sciencedirect.com/science/article/as /pi/S027795362400515X
11. Calonia, J. T., Pagente, D., Desierto, D. J. (2023). Time Management and Academic Achievement: Examining the Roles Prioritization, Procrastination and Socialization, https://www..net/publication/37236987 Time Management_and_ Academic_ Achievement Examining_the_Roles_of_Prioritization Procrastination and_Socialization
12. Chaundry, S., Tandon, A., Shinde, S., Bhattacharya, A., (2019). Student psychological well-being in higher education: The role of internal team environment, institutional, friends and family support and academic engagement, https://journals. plos.org/plosone/article?id=1037 1/journal.pone.0297508
13. Chung, J.H., Park, Y.K., (2023). A study on the Relationship Between Academic Stress and Mental Health among High School Students in South Korea, www.paradigmpress.org
14. Dalan, K.H., Lopez, E., (2024). Psychological Well Being, Curiosity and Perfectionism among Filipino Young Professionals with Quarter Life Crisis: Basis for Existential Positive Psychology Wellness Plan, https://www.net/publication/38302414 Psychological_Well-being Curiosity and Perfectionism among_Filipino_Young_Professionals with Quater_Life_Crisis_Basis

_for_Existencial Positive   Psychology Wellness Plan

15. Dias-Broens, A., Meeuwisse, M., Severiens, S., (2024). The definition and measurement of sense of belonging in higher education: A systematic literature review with a special focus on students' ethnicity and generation status in higher education, https://doi.org/10.1016/j.edurev.2024.100622**.**

16. Desierto, D.J., Capio, R., Tembrevilla, J.A., (2023). Time Management and Academic Achievement: Examining the Roles of Prioritization, Procrastination and Socialization, *International Journal of Innovative Science and Research Technology*, 8(6), 766-775.

17. Ephraim, N. (2024). Time Management: Impact on   Academic Performance, https://adiutor.co.

18. Kader, A., (2019). The effectiveness of Time Management Strategies Instruction on students' academic time management and academic self-efficacy, *International Journal of psycho-educational sciences*, 4(1), 44-50.

19. Kelly, M., Willis, R., Nieuwoudt, J.E. (2021). A sense of belonging at university: student retention, motivation and enjoyment, Journal of Further and Higher Education, 46(2), 2-12.

20. Latoza, K., Marcojos, M.E., (2020). The influence of perceived university environment and sense of belongingness on academic engagement among first year students of Cebu Doctors' University, https://www.herdin.ph/index.php/herdi

21. Magallanes, C., (2020). Sense of Belonging and Self- esteem of High School Students in a Catholic College, *Philippine Social Science Journal,* 3(2), 87-88.

22. Martinez, L., Moore, A., Nguyen, A., Rivas, S., (2021). A qualitative examination of the impacts of financial stress on college students' well-being: Insights from a large, private institution, https://pmc.ncbi.nlm.nih.gov/articles/PMC8141 76/**.**

23. Mellinger, C., Fritzson, A., Park, B., Dimidjian, S. (2023). Developing the Sense of   Belonging Scale and   Understanding Its Relationship to Loneliness, Need to   Belong, and General Well-Being Outcomes, 106(3), 1-14.

24. Midgen, T., Theodoratou, T., Newbury, K., Leonard, M.,   (2019). 'School for   Everyone': An exploration of children and young people's perceptions of belonging, *Educational and   Child Psychology*, 36(2), 9-22.

25. Miller, C., Smith, S., Pugarth, M., (2019). Experimental and Quasi-Experimental Designs in Implementation Research, https://pmc.ncbi.nlm.nih.gov/articles/PMC6923 20/

26. Misic, L. (2023). **Hidden struggles: the surprising mental health crisis among Japan's youth,** https://www.humanium.org/en/hidden-struggles the surprising-mental-health-crisis- among japans-youth/

27. **Nagle, Y., Sharma, U., (2019).** Academic stress and coping mechanism among students An Indian perspective, https://www..net/publicatio/353446078_Academic_stress and_coping_mechanism_among_stude nts_An_Indian_perspective

28. Price, P., Jhangiani, R., Chiang, I.C., (2015). Correlational Research: Research Methods in Psychology, https://opentextbc.ca/ researchmethods/chapter/correlational-research/

29. Roscoe, J.T. (1975). *Fundamental research statistics for the behavioral sciences* (Second Ed.). New   York: Holt Rinehart and Winston.

30. Ruiz, W., Yabut, H. (2024). Autonomy and identity: the role of two developmental tasks on adolescent's well-being, https://pubmed.ncbi.nlm.nih.gov.

31. Seifert, T. (2005). The Ryff Scales of Psychological Well- being, https://centerofinquiry.org.

32. Suan, M.M., (2020). Students' Sense of Belonging Matters: Evidence from Three Studies, https://tll.mit.edu/sense-of-belonging-matters/**.**

33. Verbree, A., Schaaf, M., Meij, L., Dilaver, G., (2025). Students' sense of belonging and authenticity in higher education, British Educational Research Journal, 4(14), 3-31.

34. Villarosa, J., Ganotice, F.A., (2018). Construct Validationof Ryff's Psychological Well-being Scale: Evidence from Filipino Teachers in the Philippines, Philippine Journal of Psychology, 51(1), 32-51.

35. Won, S., Hensley, L., Wolters, C., (2019). Brief Research Report: Sense of Belonging and Academic Help-Seeking as Self-Regulated Learning. *The Journal of Experimental Education*, 89(1), 1-13.

36. Wright, J. (2002). The Pickle Jar Theory: A Strategic Approach to Time Management, https://hubstaff.com

37. Yazdani, M., Haghani, M., (2024). Exploring theevolution of machine scheduling through a computational approach, https://doi.org/10.1016/j.engappai.2024.108572.