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The Relationship between Time Management and Academic Procrastination among Ninth-Grade Students at MTs Negeri 4 Jambi City

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Abstract

Academic procrastination is a concern in secondary education, yet its relationship with time management has received limited attention in *Madrasah Tsanawiyah* settings. This study describes both variables and examines their association among 30 Grade IX E students at MTs Negeri 4 Jambi City. Using a quantitative correlational design, data were collected through two 20-item questionnaires with four-point Likert response scales. Analysis included descriptive statistics, validity and reliability testing, a normality test, Pearson correlation, and supplementary simple linear regression. Time management was predominantly high, whereas academic procrastination was most frequently moderate. The variables showed a significant negative correlation ($r = -0.639$, $p < .001$), with 40.9% shared variance. Thus, students reporting better time management tended to report less academic procrastination. These findings support guidance and counseling efforts focused on setting priorities, planning study schedules, and developing consistent task-completion habits.

Keywords: Time Management; Academic Procrastination; *Madrasah Tsanawiyah* Students; Correlational Study; Guidance and Counseling

INTRODUCTION

Academic procrastination remains a persistent concern in education because it reflects more than the simple postponement of schoolwork. It involves delaying intended

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academic activities even when students are aware that the delay may create difficulties later. Such behavior can appear in everyday learning through putting off assignments, postponing preparation for examinations, or beginning important tasks only when deadlines are approaching. The consequences extend beyond academic performance because repeated procrastination can also be accompanied by stress, reduced well-being, and difficulties in maintaining productive learning routines. Systematic reviews have consequently positioned academic procrastination as a self-regulatory problem that warrants attention in educational settings rather than merely as a matter of poor study habits (Salguero-Pazos & Reyes-de-Cózar, 2023; Turner & Hodis, 2023). Meta-analytic evidence has also demonstrated a negative association between procrastination and academic achievement, although the magnitude of this relationship varies according to measurement and educational context (Akpur, 2020; Kim & Seo, 2015).

Adolescence represents an especially relevant period for examining academic procrastination because students are gradually expected to manage learning tasks with greater independence while responding to increasingly complex academic demands. Junior high school students must coordinate assignments from different subjects, examination preparation, extracurricular activities, family responsibilities, and social relationships while their capacity for self-regulation is still developing. Recent international evidence strengthens the importance of examining time-related regulation during this educational stage. Yang & Gultom (2025) identified time management disposition as an important mechanism associated with academic procrastination among junior high school students. More extensive evidence was reported by Guo et al. (2026), whose meta-analysis of 67 studies involving 40,903 students found a significant negative association between time management disposition and academic procrastination. The association differed across educational stages and was particularly pronounced among junior high school and secondary vocational students. These findings suggest that the relationship between how adolescents organize their time and how they approach academic obligations deserves closer attention at the secondary-school level.

The Indonesian school context shows a comparable concern. Academic procrastination has been identified among students across different levels of secondary education, including junior high schools and Madrasah Tsanawiyah. Afiifah et al. (2025), for example, found that most seventh- and eighth-grade students in their Indonesian junior high school sample demonstrated moderate levels of academic procrastination. Hadrawi et al.

(2026) similarly reported that procrastination was prevalent among junior high school students in Bantaeng Regency, particularly in academic activities requiring planning, persistence, and time management. Research conducted specifically among Madrasah Tsanawiyah students has also shown that difficulties in regulating learning are meaningfully associated with procrastination (Ramadhan et al., 2023). These findings indicate that postponing academic work cannot be understood only as unwillingness to complete assignments. Students may also struggle to translate their intentions into organized action, particularly when several academic demands must be managed at the same time.

Time management offers an important perspective for understanding this pattern because it concerns the way individuals organize, prioritize, and regulate the use of available time. Time management behaviors generally involve setting goals and priorities, planning activities, organizing schedules, and developing a sense of control over how time is used (Claessens et al., 2007). In school settings, these abilities allow students to decide which tasks require immediate attention, allocate sufficient time for learning, and prevent academic responsibilities from accumulating near deadlines. Indonesian studies have repeatedly connected these skills with academic procrastination. Kristy (2019) reported a significant relationship between time management and academic procrastination among senior high school students, while Munawwaroh et al. (2022) found that time management, together with learning motivation, was significantly related to procrastination. Dayantri & Netrawati (2023) also observed a negative relationship between the two constructs, suggesting that students with better time management tended to demonstrate lower academic procrastination.

Empirical findings from more recent Indonesian studies provide further support for this relationship. Huda et al. (2025), in a study involving 428 eleventh-grade students, reported a strong negative correlation between time management and academic procrastination, indicating that students who were better able to organize their time tended to report less procrastination. Similar results were documented by Aggraini & Primanita (2025) among high school students in Rokan Hulu Regency and by Faujiah et al. (2026) among tenth-grade students at SMA Negeri 1 Dramaga. Research has also explored time management as a skill that can be deliberately strengthened. Nadia and Sholichah (2024) introduced time-management activities to help senior high school students address procrastination by encouraging them to plan, organize, and prioritize their academic work. Taken together, these studies consistently position time management as a meaningful

correlate of students' tendency to delay academic responsibilities, although most direct evidence in Indonesia has been obtained from senior high school populations.

Self-regulation provides a broader psychological explanation for why time management may be associated with procrastination. Students who manage learning independently are required to set goals, monitor progress, regulate competing activities, and adjust their behavior when academic plans are disrupted. Time management operates as part of this regulatory process because intentions must eventually be translated into decisions about when a task will begin, how much time will be devoted to it, and which competing activities should be postponed. Ramadhan et al. (2023) found that self-regulated learning was negatively associated with academic procrastination among Madrasah Tsanawiyah students, while Widodo et al. (2023) similarly reported a negative relationship between self-regulated learning and procrastination among eighth-grade students. Yang & Gultom (2025) further highlighted the role of time management disposition in explaining procrastination among junior high school students. Such evidence supports the view that effective time use is not merely a scheduling technique; it represents one way students exercise personal agency and responsibility in managing their learning.

The local context of Grade IX E at Madrasah Tsanawiyah Negeri 4 Jambi City provides a practical reason for examining this relationship more closely. Preliminary observations showed that several students postponed working on assigned tasks, began completing assignments close to submission deadlines, or submitted their work late. Some students were also observed engaging in conversations or other activities when academic tasks were expected to be completed. Initial communication with the guidance and counseling teacher indicated that several students still needed reminders before completing assignments and experienced difficulty organizing study time when multiple academic demands occurred simultaneously. These behaviors suggest that the issue is not limited to task postponement itself. The students also appear to face challenges in setting priorities, distributing study time, and deciding how their available time should be used. Similar behavioral patterns have been reported in previous school-based studies of academic procrastination (Dayantri & Netrawati, 2023; Hadrawi et al., 2026), giving the local observations a broader empirical context.

The research gap emerges from differences in educational level, institutional setting, and the variables emphasized in earlier studies. Direct examinations of the relationship

between time management and academic procrastination in Indonesia have predominantly involved senior high school students, as represented by Aggraini & Primanita (2025); Dayantri & Netrawati (2023); Kristy (2019); Munawwaroh et al. (2022). Research involving junior high school or Madrasah Tsanawiyah students has more frequently described levels of procrastination or examined other regulatory factors, particularly grade level and self-regulated learning (Afiifah et al., 2025; Hadrawi et al., 2026) . This distinction is meaningful because recent meta-analytic evidence indicates that educational stage may shape the strength of the relationship between time management and procrastination (Guo et al., 2026). Examining ninth-grade Madrasah Tsanawiyah students therefore provides a context-specific contribution by bringing the two constructs together during a stage when students are approaching the end of lower secondary education and facing increasingly demanding academic responsibilities.

The present study focuses on the relationship between time management and academic procrastination among Grade IX E students at Madrasah Tsanawiyah Negeri 4 Jambi City. The study seeks to describe the students' levels of time management and academic procrastination and to determine whether a significant relationship exists between the two variables. Attention to this relationship is expected to provide a more contextual understanding of how students organize academic responsibilities during the final year of Madrasah Tsanawiyah and to offer empirical information that may assist guidance and counseling teachers in designing support related to study planning, priority setting, responsible use of time, and the prevention of persistent academic delay.

METHODS

This study was structured as a quantitative correlational study aimed at examining the relationship between time management and academic procrastination among Grade IX E students at Madrasah Tsanawiyah Negeri 4 Jambi City. A correlational design was considered appropriate because the study focused on the direction and strength of the statistical association between two naturally occurring variables without introducing experimental manipulation. Quantitative correlational research allows relationships among measurable variables to be examined systematically through numerical data and statistical procedures (Creswell & Creswell, 2018). The analytical dataset comprised 30 coded cases representing Grade IX E students, which corresponded to the specific group identified as the focus of the study. The available research documentation did not specify a separate sampling

procedure; therefore, no additional sampling technique was assumed beyond the 30 cases included in the dataset. This focus was consistent with the study objective of examining time management and academic procrastination within the particular educational context of Grade IX E at Madrasah Tsanawiyah Negeri 4 Jambi City.

Data were organized through two questionnaire scales measuring time management as the independent variable (X) and academic procrastination as the dependent variable (Y). Each scale consisted of 20 items, resulting in 40 questionnaire items overall. Responses were scored on a four-point Likert scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, and 4 = *strongly agree*. Both favorable and unfavorable items were included. Favorable items were scored according to the original response values, whereas unfavorable items were reverse-scored using the formula 5 minus the original response score. Higher total scores on the time-management scale represented better time management, while higher scores on the academic-procrastination scale indicated a stronger tendency to procrastinate. Item validity was examined using Pearson product-moment item total correlations at a significance level of .05. With 30 cases and 28 degrees of freedom, the reference correlation coefficient was $r = .361$; an item was considered valid when its calculated correlation coefficient was equal to or greater than this value. Internal consistency was subsequently examined using Cronbach's alpha, with a coefficient of .70 or higher used as the criterion for acceptable reliability (Field, 2018).

Data analysis consisted of descriptive and inferential statistical procedures. Descriptive analysis was used to summarize the number of cases, minimum and maximum scores, mean, median, mode, standard deviation, variance, skewness, and kurtosis for each variable. Students' scores were also classified into low, moderate, and high categories using the ideal mean (*Mi*) and ideal standard deviation (*SDi*) derived from the theoretical minimum and maximum scores. Prior to hypothesis testing, data normality was assessed using the Kolmogorov–Smirnov procedure with the Lilliefors correction at the .05 significance level. Pearson's product-moment correlation was then employed as the primary inferential analysis to determine the direction, magnitude, and statistical significance of the relationship between time management and academic procrastination. The hypothesis was evaluated using a two-tailed significance level of .05, with $p < .05$ indicating a statistically significant relationship. The coefficient of determination (r^2) was calculated to describe the proportion of shared variance between the two variables, while simple linear regression, expressed as $Y = a + bX$, was used as supplementary analysis to describe the direction of change in academic

procrastination associated with time-management scores. All scoring and statistical calculations were organized and processed using Microsoft Excel.

RESULTS

The results are presented in four main parts: instrument testing, descriptive statistics, normality testing, and analysis of the relationship between time management and academic procrastination. The available dataset contained 30 cases, with 20 items measuring time management and 20 items measuring academic procrastination. All statistical values presented in this section follow the results contained in the available data-processing file.

1. Instrument Validity and Reliability

Instrument testing was conducted before the main statistical analysis. The validity test showed that all 20 items measuring time management and all 20 items measuring academic procrastination met the validity criterion. The item-total correlation coefficients for the time-management scale ranged from 0.455 to 0.782, while those for the academic-procrastination scale ranged from 0.406 to 0.771. Since all calculated correlation coefficients exceeded the reference value of r = 0.361, all questionnaire items were retained for further analysis.

Reliability testing was performed using Cronbach's alpha. The results are presented in Table 1.

Table 1. Validity and Reliability of the Research Instruments

Variable	Number of Items	Valid Items	Item-Total Correlation Range	Cronbach's Alpha	Interpretation
Time Management (X)	20	20	0.455–0.782	0.906	Highly reliable
Academic Procrastination (Y)	20	20	0.406–0.771	0.903	Highly reliable

Table 1 shows that all items measuring the two variables were valid and could be retained for analysis. The Cronbach's alpha coefficient was 0.906 for time management and 0.903 for academic procrastination. Both coefficients exceeded 0.70, indicating a high level of internal consistency for the two instruments.

2. Descriptive Statistics of Time Management and Academic Procrastination

Descriptive analysis was conducted to provide an overview of the score distribution for each variable. The descriptive statistics are presented in Table 2.

Table 2. Descriptive Statistics of Time Management and Academic Procrastination

Statistic	Time Management (X)	Academic Procrastination (Y)
N	30	30
Minimum	37	30
Maximum	77	70
Mean	56.67	47.30
Median	59.00	47.50
Mode	45	37
Standard Deviation	11.35	11.31
Variance	128.92	127.87
Skewness	-0.104	0.283
Kurtosis	-1.086	-0.958

As shown in Table 2, the mean time-management score was 56.67, with scores ranging from 37 to 77. The standard deviation of 11.35 indicates that the respondents' time-management scores were relatively dispersed around the mean. Academic procrastination had a mean score of 47.30, with a minimum score of 30 and a maximum score of 70. Its standard deviation was 11.31, indicating a similar degree of score variation.

The variables were also classified into low, moderate, and high categories. The categorization was based on the theoretical score range of 20 to 80. The ideal mean was 50 and the ideal standard deviation was 10. Scores below 40 were classified as low, scores from 40 to below 60 as moderate, and scores of 60 or above as high. The distribution is presented in Table 3.

Table 3. Distribution of Time Management and Academic Procrastination Categories

Category	Score Interval	Time Management (f)	Time Management (%)	Academic Procrastination (f)	Academic Procrastination (%)
High	60 or above	15	50.0	6	20.0
Moderate	40–59	13	43.3	13	43.3
Low	Below 40	2	6.7	11	36.7
Total		30	100.0	30	100.0

Table 3 shows that 15 students, or 50.0%, were classified as having high time-management scores. Thirteen students, or 43.3%, were in the moderate category, while two students, or 6.7%, were in the low category. Academic procrastination showed a different distribution. Thirteen students, or 43.3%, were classified in the moderate category, 11

students, or 36.7%, were in the low category, and six students, or 20.0%, were in the high category. These results indicate that the largest proportion of time-management scores was found in the high category, whereas academic procrastination was most commonly found in the moderate category.

3. Normality Test

A normality test was conducted before hypothesis testing to determine whether the distributions of both variables met the assumptions required for Pearson's product-moment correlation. The test used the Kolmogorov-Smirnov procedure with Lilliefors correction. The results are presented in Table 4.

Table 4. Normality Test Results

Variable	D Maximum	D Critical	Decision
Time Management (X)	0.117	0.162	Normal
Academic Procrastination (Y)	0.135	0.162	Normal

Table 4 shows that the D maximum value for time management was 0.117, while the D maximum value for academic procrastination was 0.135. Both values were lower than the critical value of 0.162. Therefore, the score distributions for both variables were considered normal, and Pearson's product-moment correlation could be used for hypothesis testing.

4. Relationship between Time Management and Academic Procrastination

Pearson's product-moment correlation was used to determine the relationship between time management and academic procrastination. The results are presented in Table 5.

Table 5. Pearson Correlation between Time Management and Academic Procrastination

Statistical Component	Result
Number of cases (N)	30
Pearson correlation (r)	-0.639
Coefficient of determination (r^2)	0.409
t-statistic	-4.398
Degrees of freedom (df)	28
p-value	< 0.001
Direction of relationship	Negative
Strength of relationship	Strong
Statistical decision	H0 rejected

As shown in Table 5, the Pearson correlation coefficient was r = -0.639 with p < 0.001. Since the p-value was lower than the significance level of 0.05, the null hypothesis was rejected. This result indicates a statistically significant negative relationship between time management and academic procrastination. The negative coefficient means that higher time-management scores were associated with lower academic-procrastination scores, whereas lower time-management scores tended to be associated with higher levels of academic procrastination.

The coefficient of determination was obtained by squaring the correlation coefficient:

$$\mathbf{r^2 = (-0.639)^2 = 0.409}$$

The value of $r^2 = 0.409$ indicates that time management and academic procrastination shared approximately 40.9% of their variance. The remaining variation was associated with other factors that were not examined in this study. Because the research employed a correlational design, this coefficient should be interpreted as shared variance rather than as evidence of a causal effect.

5. Simple Linear Regression

Simple linear regression was used as supplementary analysis to provide a mathematical description of the direction of the relationship between time management and academic procrastination. The analysis produced a constant of 83.373 and a regression coefficient of -0.637.

The regression equation was:

$$\mathbf{Y = 83.373 - 0.637X} \ (1)$$

where:

Y = Academic Procrastination

X = Time Management

83.373 = Constant

-0.637 = Regression coefficient

The regression coefficient of -0.637 indicates that an increase of one point in the time-management score was statistically associated with an estimated decrease of 0.637 points in the academic-procrastination score within the analyzed dataset. The negative

coefficient is consistent with the result of the Pearson correlation analysis and confirms that the statistical relationship between the two variables was inverse.

Overall, the results showed that time management was predominantly found in the high category, while academic procrastination was predominantly in the moderate category. Both variables met the normality assumption. Pearson's product-moment analysis identified a significant and strong negative relationship between time management and academic procrastination ($r = -0.639$, $p < 0.001$), with a shared variance of 40.9%. The supplementary regression analysis also demonstrated the same negative direction through the equation $Y = 83.373 - 0.637X$.

DISCUSSION

The findings indicate that time management and academic procrastination were meaningfully related within the analyzed dataset. Descriptive analysis showed that time management was predominantly distributed in the high category, with 50.0% of the cases falling within this level, while academic procrastination was most frequently found in the moderate category, accounting for 43.3% of the cases. This pattern suggests that relatively favorable time-management behavior does not necessarily mean that procrastination is completely absent. Students may be able to plan and organize some aspects of their academic activities while still postponing particular assignments or experiencing difficulty maintaining those plans consistently. Academic procrastination among adolescents therefore needs to be understood as a multidimensional learning behavior rather than simply as an indication of unwillingness to complete schoolwork. Hadrawi et al. (2026) similarly showed that academic procrastination remains a relevant concern among junior high school students and may be connected with students' ability to regulate learning activities and manage academic demands.

The main finding of the study was a significant negative relationship between time management and academic procrastination ($r = -0.639$, $p < 0.001$). The negative direction indicates that higher time-management scores were associated with lower academic-procrastination scores. Conversely, lower time-management scores tended to occur alongside higher procrastination scores. This result provides empirical support for the assumption that the way students organize and use their available time is closely connected with their tendency to delay academic responsibilities. Students who can identify priorities, allocate sufficient time for assignments, and organize their study schedules are likely to have more

opportunities to begin tasks before deadlines become pressing. Students who experience difficulty structuring their time may be more vulnerable to postponement, particularly when several academic responsibilities have to be managed simultaneously.

The direction and magnitude of this relationship are consistent with findings reported in previous research. Huda et al. (2025) found a strong negative relationship between time management and academic procrastination among 428 senior high school students, with a correlation coefficient of r = -0.704. Munawwaroh et al. (2022) also identified a significant relationship between time management, learning motivation, and academic procrastination among Grade XI students. Similar evidence was reported by Dayantri & Netrawati (2023), who found that better time management was associated with lower academic procrastination. More recent meta-analytic evidence further reinforces this pattern. Guo et al. (2026), drawing on 67 studies involving 40,903 students, reported an overall negative relationship between time-management disposition and academic procrastination (r = -0.460). Their analysis also showed that educational stage significantly moderated this relationship, with particularly strong associations identified among junior high school and secondary vocational students. The present finding is therefore consistent with a broader body of evidence while extending attention to a specific Madrasah Tsanawiyah context.

The relationship between time management and procrastination can also be interpreted through the broader process of self-regulated learning. Managing time requires more than preparing a schedule; students need to translate intentions into concrete actions, determine priorities, monitor their progress, resist competing activities, and adjust plans when circumstances change. These behaviors overlap with important elements of self-regulation. Ramadhan et al. (2023) found that self-regulated learning played a meaningful role in academic procrastination among Madrasah Tsanawiyah students. Their findings suggest that students who are better able to regulate their own learning tend to demonstrate lower levels of academic delay. Y. Yang (2025) also highlighted time-management disposition as an important psychological mechanism associated with academic procrastination among junior high school students. Time management may therefore be understood as part of a wider capacity for students to exercise control over their learning behavior rather than merely as a technical ability to arrange daily schedules.

The coefficient of determination obtained in this study was $r^2 = 0.409$, indicating that time management and academic procrastination shared approximately 40.9% of their

variance. This proportion demonstrates a meaningful statistical overlap between the two constructs, but it should not be interpreted as showing that time management alone determines academic procrastination. A correlational design cannot establish causal direction, and procrastination is likely to emerge through the interaction of several personal and contextual conditions. Learning motivation, self-regulation, perceived task difficulty, emotional responses, environmental distractions, and support from significant others may also contribute to students' decisions to begin or postpone academic tasks. Munawwaroh et al. (2022), for instance, examined learning motivation alongside time management, while Ramadhan et al. (2023) emphasized self-regulated learning. These findings help explain why students who demonstrate similar levels of time management may still differ in their tendency to procrastinate.

The supplementary regression analysis further reflected the same inverse statistical pattern. The regression equation, $Y = 83.373 - 0.637X$, showed a negative regression coefficient of -0.637. Within the analyzed score range, an increase of one point in the time-management score was associated with an estimated decrease of 0.637 points in the academic-procrastination score. This result should be interpreted as a statistical description rather than evidence of a causal effect. Even so, its direction complements the Pearson correlation result and strengthens the consistency of the observed pattern. Huda et al. (2025) reported a comparable negative regression direction in their study, providing additional evidence that more organized use of time tends to accompany lower procrastination among secondary-school students.

The findings have practical implications for guidance and counseling services in schools. Students experiencing procrastination may benefit from assistance that goes beyond reminders to complete assignments. Guidance activities can help students identify priorities, estimate the time required for specific tasks, divide larger assignments into manageable stages, develop realistic study schedules, and evaluate whether those schedules are actually followed. Nadia & Sholichah (2024) explored the development of time-management skills as an approach to addressing academic procrastination among high school students. Although their intervention findings indicate that improvements in time-management understanding do not automatically produce statistically significant changes in procrastination within a short intervention period, their work illustrates the practical value of teaching planning and prioritization strategies. Support for time management should therefore be viewed as a

developmental process that requires practice, reflection, and adjustment to students' individual learning circumstances.

A human-centered approach is particularly important when addressing procrastination among adolescents. Students who postpone assignments should not automatically be characterized as lazy or irresponsible. Delayed task completion may reflect difficulties in organizing competing responsibilities, maintaining motivation, regulating attention, estimating task demands, or coping with academic pressure. Guidance and counseling teachers can use information about students' time-management patterns to initiate supportive conversations about how they approach academic tasks and where difficulties tend to occur. Such an approach places emphasis on helping students develop greater awareness and autonomy in managing their learning rather than relying solely on external pressure or disciplinary responses.

The study also contributes to the existing literature by focusing on Grade IX students in a Madrasah Tsanawiyah setting. Much of the Indonesian evidence directly examining the relationship between time management and academic procrastination has involved senior high school populations, including the studies of Munawwaroh et al. (2022) and (Huda et al., 2025). Research involving Madrasah Tsanawiyah students has more frequently examined procrastination through self-regulated learning or other psychological factors, as demonstrated by (Ramadhan et al., 2023). The present analysis therefore offers a more context-specific perspective on the association between time management and procrastination at the lower-secondary level. This context is relevant because evidence from Guo et al. (2026) indicates that educational stage may influence the strength of the association between these constructs.

Several limitations should be considered when interpreting the findings. The analysis involved only 30 cases from a single Grade IX class, which limits the extent to which the results can be generalized to students from other classes, schools, or educational settings. Both variables were measured using self-report questionnaires, meaning that the responses may be influenced by students' interpretation of the items and their willingness to describe their own learning behavior accurately. The correlational design also prevents conclusions about causal relationships between time management and academic procrastination. Other variables potentially associated with procrastination, such as learning motivation, self-efficacy, self-regulated learning, academic stress, family support, peer influence, and digital

distractions, were not examined. Future studies involving larger and more diverse samples, multiple explanatory variables, and longitudinal or intervention designs could provide a more comprehensive understanding of how time-management behavior develops alongside academic procrastination among secondary-school students.

CONCLUSION

Based on the research findings and discussion, time management was significantly and negatively associated with academic procrastination among Grade IX E students at Madrasah Tsanawiyah Negeri 4 Jambi City. Time management was predominantly found in the high category, whereas academic procrastination was most frequently identified at the moderate level. The Pearson correlation coefficient of $r = -0.639$ with $p < 0.001$ indicates that students with higher time-management scores tended to report lower levels of academic procrastination. The coefficient of determination, $r^2 = 0.409$, further shows that the two variables shared approximately 40.9% of their variance. These findings reinforce the view that students' ability to organize priorities, allocate study time, and manage academic responsibilities is closely related to their tendency to postpone academic tasks. The relationship identified in this study should nevertheless be understood as correlational rather than causal.

The findings provide practical implications for guidance and counseling services, particularly in helping students develop more realistic and consistent strategies for managing academic responsibilities. Support may include setting priorities, preparing manageable study schedules, dividing larger assignments into smaller tasks, and encouraging students to monitor their own progress without framing procrastination simply as a lack of discipline. Further research is recommended to involve larger and more diverse student populations and to consider additional factors such as learning motivation, self-regulated learning, self-efficacy, academic stress, family support, and digital distractions. Longitudinal or intervention-based studies may also provide a deeper understanding of how time-management skills and academic procrastination develop over time and how students can be supported more effectively in managing their learning responsibilities.

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