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| RESEARCH ARTICLE

Academic Time Management and Intrinsic Motivation in Relation to Student Burnout Among Maritime Education

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| ABSTRACT

This study examined the level of academic time management skills, academic intrinsic motivation, and burnout among students, as well as the significant relationship of time management skills and motivation with students' burnout. Specifically, the study assessed academic time management skills as a single construct, academic intrinsic motivation in terms of knowledge, accomplishment, and stimulation, and burnout in terms of cynicism, exhaustion, and professional efficacy. A descriptive-correlational research design was employed using a structured questionnaire as the main data-gathering instrument. Weighted mean and standard deviation were used to determine the level of the variables, while Spearman Rank-Order Correlation was used to test the significant relationships among them. The findings revealed that the respondents had a moderately high level of academic time management skills and a high level of academic intrinsic motivation across the dimensions of knowledge, accomplishment, and stimulation. In terms of burnout, respondents demonstrated a moderately low level of cynicism, a moderate level of exhaustion, and a high level of professional efficacy. These findings indicate that while students experience some degree of fatigue due to academic demands, they generally remain motivated, interested, and confident in handling their academic responsibilities. The study further found significant negative relationships between academic time management skills and burnout, and between academic intrinsic motivation and burnout. This implies that students with better time management skills and stronger intrinsic motivation are less likely to experience burnout. The study concludes that strengthening students' self-regulation, planning skills, and intrinsic motivation may help reduce burnout and improve academic well-being. It is recommended that schools implement time management enhancement programs, motivating learning experiences, and burnout-prevention interventions to support students' academic success and overall wellness.

| KEYWORDS

Academic Time Management, Intrinsic Motivation, Burnout, Maritime Education

| ARTICLE INFORMATION

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Introduction

Quality education in higher education institutions is closely linked to students' academic performance, psychological well-being, and professional preparedness. In demanding programs such as Bachelor of Science in Marine Transportation and Marine Engineering, students are required to manage heavy academic loads, technical training, and competency-based requirements. Research consistently shows that effective time management is associated with better academic outcomes and structured learning behaviors. For example, students with stronger time management skills tend to achieve higher academic performance and improved study planning (Alyami et al., 2021; Galaviz et al., 2025). Similarly, student motivation has been shown to significantly influence academic performance and learning engagement. Studies indicate that higher levels of motivation positively predict

academic achievement (Dokhykh, 2021). These findings highlight that maintaining high educational quality in maritime programs requires strengthening both time management competencies and student motivation.

Despite their importance, many university students demonstrate only moderate or low levels of time management skills. Studies report that students frequently struggle with procrastination, poor planning, and difficulty balancing academic and personal responsibilities (Mohammed 2024). In some cases, time management does not significantly predict academic performance, suggesting the involvement of additional factors such as motivation and stress (Aufa et al., 2024). Motivational challenges are also widely reported. Students often experience fluctuations in motivation across their university years (Kamal & Baqui, 2022), and weak but significant correlations between motivation and academic performance have been observed (Na et al., 2020); (Gale & Nowell, 2020). Low commitment, unclear academic goals, and external pressures can weaken students' sustained engagement (Education and Development, 2020). These issues may be intensified in maritime programs due to strict training schedules and performance standards.

In highly demanding academic programs, poor time management and weakened motivation can accumulate over time, increasing students' vulnerability to academic burnout. As academic tasks pile up and deadlines become harder to meet, students may begin to experience persistent emotional strain that gradually shifts into burnout typically reflected in emotional exhaustion, cynicism, and reduced academic efficacy (Rosales-Ricardo et al., 2021). Evidence from large student samples also suggests burnout can be widespread, with more than half of students reporting some level of academic burnout in certain settings (Liu et al., 2023). Academic stressors such as heavy workloads, pressure from multiple subjects, and difficulty balancing study with rest are repeatedly identified as predictors of burnout (Câmara & Carlotto, 2024). Once burnout develops, it may also harm sleep quality and academic performance, creating a cycle that further weakens student functioning (Figueiredo & Ferreira, 2024). Burnout is also documented in intensive professional programs, where academic demands and performance expectations are consistently high (Bravo et al., 2024), supporting the relevance of examining burnout risk among students in similarly demanding maritime programs.

Existing studies confirm that time management skills improve academic performance and may reduce stress, though results vary across contexts (Khan et al., 2020). Motivation research consistently shows that intrinsic and extrinsic motivation predict academic outcomes (Dokhykh, 2021). Burnout research highlights the role of academic stressors and psychological variables in student well-being (Cuevas-Caravaca et al., 2024). However, few studies integrate time management, motivation, and burnout within a single framework, especially in specialized maritime education contexts.

Although prior studies confirm that time management and motivation influence academic performance and that burnout is prevalent among university students, limited research examines the combined effect of time management skills and motivation on burnout in highly technical and competency-based programs. Furthermore, inconsistencies in findings regarding the strength of relationships among these variables suggest a need for context-specific investigation. There is also a lack of focused research on maritime students, particularly those enrolled in marine transportation and marine engineering programs, where academic demands and training intensity may uniquely contribute to burnout. This study will be conducted at the University of Cebu – Maritime Education and Training Center (UC-METC). As a maritime institution preparing students for seafaring and engineering professions, UC-METC emphasizes discipline, technical mastery, and compliance with international maritime standards. The demanding curriculum, simulator training, and licensure preparation create a high-pressure academic environment. Therefore, examining how time management skills and motivation influence student burnout within UC-METC will provide valuable insights for developing targeted academic support programs, counseling interventions, and institutional policies that promote student well-being and academic excellence.

Related Literature

Student burnout refers to the experience of emotional exhaustion, reduced academic effectiveness, and negative or detached attitudes toward study. Recent research continues to show that burnout is harmful for students' academic development. For example, Madigan and Curran's (2021) meta-analysis found that student burnout is negatively associated with academic achievement, indicating that burnout is not only an emotional problem but also an educational concern. Time management skills may reduce burnout by helping students organize academic tasks, avoid last-minute pressure, and maintain a stronger sense of control over study demands. Aeon, Faber, and Panaccio (2021) found in a meta-analysis that time management is positively related to well-being and performance and negatively related to distress. Similarly, Wolters and Brady (2021) explained time management as an important part of self-regulated learning, where students plan, monitor, and control their use of time to meet academic goals. Therefore, students with stronger time management skills may be less likely to experience burnout because they can manage workload more effectively and reduce academic stress.

Motivation is also closely related to student burnout because it affects how students respond to academic demands. When students are motivated by personal interest, value, or meaningful goals, they are more likely to remain engaged and persistent. However, students who feel pressured, controlled, or lack purpose in their studies may be more vulnerable to exhaustion and disengagement. Howard et al. (2021) showed through a self-determination theory meta-analysis that autonomous motivation is linked to positive educational outcomes, while controlled motivation and amotivation are generally linked to less adaptive

outcomes. Bureau et al. (2022) also emphasized that educational environments that support students' autonomy, competence, and relatedness can strengthen autonomous motivation. In relation to burnout, this suggests that motivated students may be better able to cope with academic challenges, especially when their motivation is internalized and meaningful. Overall, recent literature indicates that time management and motivation can influence burnout together: time management helps students handle academic demands, while motivation shapes their emotional commitment and resilience toward learning.

Methodology

This study employed a descriptive-correlational research design to determine the influence of time management skills and intrinsic motivation on students' burnout among Bachelor of Science in Marine Transportation and Bachelor of Science in Marine Engineering students at the University of Cebu–Maritime Education and Training Center during Academic Year 2025–2026. The descriptive component will be used to assess the students' levels of time management skills, intrinsic motivation, and burnout, while the correlational component will determine the significant relationships among the variables without manipulating them. The study guided by the Input–Process–Output model. The inputs included students' demographic profile, time management skills, intrinsic motivation, and burnout indicators. The process involved the administration of survey questionnaires, data collection, statistical analysis, and interpretation of findings. The output will be a proposed intervention plan designed to help reduce student burnout and improve academic adjustment. The research conducted at the University of Cebu–Maritime Education and Training Center in Cebu City, Philippines. The respondents will be selected Bachelor of Science in Marine Transportation and Marine Engineering students who are officially enrolled during the academic year. A structured survey questionnaire will be used as the main data-gathering instrument. Time management skills will be measured using selected items adapted from the Academic Time Management Scale by García-Ros, Pérez-González, and Hinojosa (2004). Intrinsic motivation will be assessed using the Academic Motivation Scale by Vallerand et al. (1992, 1993). Student burnout will be measured using the Maslach Burnout Inventory–Student Survey by Schaufeli et al. (2002). Data will be analyzed using descriptive statistics, correlation analysis, and regression analysis. All responses will be treated with strict confidentiality.

Results

Table 1. Academic Time Management Skills

Indicators	Mean	SD	Verbal Description
I divide my work into manageable parts when I have several tasks to complete.	5.60	1.31	High
During vacation weeks, I spend more time on personal activities than on studying.	5.15	1.47	Moderately High
I often start working on major assignments only the night before they are due.	4.41	1.67	Moderate
I use my time effectively.	5.43	1.34	High
I allow other people's requests to interfere with my schoolwork.	4.03	1.62	Moderate
I plan my daily activities in advance.	5.29	1.46	High
I keep my study area organized and free from unnecessary distractions.	5.43	1.36	High
I feel that I am generally in control of how I manage my time.	5.38	1.32	High
I believe there is room for improvement in how I manage my time.	6.04	1.38	High
I make a daily list of tasks that I need to accomplish.	5.09	1.54	Moderately High
Grand Mean	5.18	0.93	Moderately High

Table 1 shows that the respondents have a moderately high level of academic time management skills, with a grand mean of 5.18 and a standard deviation of 0.93. The highest-rated indicator, "I believe there is room for improvement in how I manage my time," obtained a mean of 6.04 and a standard deviation of 1.38, suggesting that students are highly aware of the importance of

monitoring and improving their time-use habits. This result is consistent with the view that time management is a self-regulatory skill that helps students plan, prioritize, and remain academically productive (Aeon & Aguinis, 2021). In contrast, the lowest-rated indicators were "I allow other people's requests to interfere with my schoolwork," with a mean of 4.03 and a standard deviation of 1.62, and "I often start working on major assignments only the night before they are due," with a mean of 4.41 and a standard deviation of 1.67. These findings show that distractions and procrastination remain areas of concern, which supports evidence that weak study routines and environmental interruptions are associated with procrastination and poorer task completion (Svartdal et al., 2020). The findings imply the need for interventions that strengthen prioritization, boundary-setting, and anti-procrastination strategies.

Table 2. Knowledge

Indicators	Mean	SD	Verbal Description
I experience pleasure and satisfaction while learning new things.	5.89	1.27	High
I feel enjoyment when I discover new things I have never known before.	6.09	1.29	High
I feel pleasure when I broaden my knowledge about subjects that interest me.	5.79	1.32	High
My studies allow me to continue learning about many things that interest me.	5.94	1.29	High
Grand Mean	5.93	1.17	High

Table 2 shows that the respondents have a high level of knowledge-oriented intrinsic motivation, with a grand mean of 5.93 and a standard deviation of 1.17. This indicates that the students generally find learning new ideas enjoyable and personally satisfying. The highest-rated indicator, "I feel enjoyment when I discover new things I have never known before," obtained a mean of 6.09 and a standard deviation of 1.29, suggesting that curiosity and discovery strongly motivate their academic engagement. This supports the view that intrinsic motivation becomes stronger when students experience interest, enjoyment, and personal value in learning activities (Ryan & Deci, 2020). Meanwhile, the lowest-rated indicator, "I feel pleasure when I broaden my knowledge about subjects that interest me," still received a high mean of 5.79 and a standard deviation of 1.32, showing that the domain remains consistently positive across all items. This finding aligns with evidence that students' autonomous motivation is positively associated with deeper engagement and better academic functioning (Howard et al., 2021). The findings imply that teachers should continue providing inquiry-based, relevant, and intellectually stimulating learning experiences to further strengthen students' knowledge motivation.

Table 3. Accomplishment

Indicators	Mean	SD	Verbal Description
I feel pleasure when I surpass myself in my studies.	5.69	1.38	High
I feel satisfaction when I achieve personal academic accomplishments.	6.09	1.26	High
I feel satisfied when I accomplish difficult academic tasks.	6.14	1.32	High
I experience personal satisfaction in striving for excellence in my studies.	5.95	1.21	High
Grand Mean	5.97	1.16	High

Table 3 shows that the respondents have a high level of accomplishment-oriented intrinsic motivation, with a grand mean of 5.97 and a standard deviation of 1.16. This indicates that the students generally feel satisfied when they achieve, overcome difficult academic tasks, and strive for excellence. The highest-rated indicator, "I feel satisfied when I accomplish difficult academic tasks," obtained a mean of 6.14 and a standard deviation of 1.32, suggesting that challenge and mastery strongly contribute to their motivation. This finding supports the view that students become more engaged when they see academic tasks as meaningful opportunities for growth and achievement (Eccles & Wigfield, 2020). Meanwhile, the lowest-rated indicator, "I feel pleasure when I surpass myself in my studies," still received a high mean of 5.69 and a standard deviation of 1.38, showing that accomplishment

remains consistently strong across all indicators. This agrees with evidence that students' sense of competence and achievement is positively associated with persistence and academic engagement (Schneider & Preckel, 2020). The findings imply that teachers should provide challenging but attainable tasks, timely feedback, and recognition of student progress to sustain motivation.

Table 4. Stimulation

Indicators	Mean	SD	Verbal Description
I genuinely enjoy going to school.	5.57	1.36	High
I like being in school	5.46	1.39	High
I feel pleasure when I engage in discussions with interesting teachers.	5.78	1.37	High
I experience a "high" or exciting feeling when I read about interesting topics.	5.75	1.29	High
Grand Mean	5.64	1.15	High

Table 5 shows that the respondents have a high level of stimulation-oriented intrinsic motivation, with a grand mean of 5.64 and a standard deviation of 1.15. This indicates that students generally experience enjoyment, excitement, and positive feelings in their school-related activities. The highest-rated indicator, "I feel pleasure when I engage in discussions with interesting teachers," obtained a mean of 5.78 and a standard deviation of 1.37, followed closely by "I experience a 'high' or exciting feeling when I read about interesting topics," with a mean of 5.75 and a standard deviation of 1.29. These findings suggest that stimulating instruction and meaningful teacher interaction strongly contribute to students' motivation, which is supported by evidence that engaging and autonomy-supportive teaching enhances learners' enjoyment and intrinsic motivation (Reeve & Cheon, 2021). Meanwhile, the lowest-rated indicator, "I like being in school," still obtained a high mean of 5.46 and a standard deviation of 1.39, implying that students generally hold a positive attitude toward school, although their enthusiasm may depend on how interesting and interactive the learning environment is. This aligns with findings that instructional quality and positive teacher-student interactions are associated with stronger student motivational beliefs (Burić & Kim, 2021). The findings imply that teachers should continue creating interactive, relevant, and stimulating classroom experiences to sustain students' enthusiasm and active engagement in learning.

Table 5. Cynicism

Indicators	Mean	SD	Verbal Description
I have become less interested in my studies since my enrollment at the university.	3.06	1.92	Moderately Low
I have become less enthusiastic about my studies.	3.17	1.80	Moderately Low
I have become more cynical about the potential usefulness of my studies.	3.49	1.75	Moderately Low
I doubt the significance of my studies.	3.15	1.89	Moderately Low
Grand Mean	3.22	1.69	Moderately Low

Table 5 shows that the respondents have a moderately low level of cynicism, with a grand mean of 3.22 and a standard deviation of 1.69. This indicates that the students generally do not exhibit strong detachment, disinterest, or negative attitudes toward their studies. The highest-rated indicator, "I have become more cynical about the potential usefulness of my studies," obtained a mean of 3.49 and a standard deviation of 1.75, suggesting that some students may occasionally question the practical value of their academic work. This finding reflects the view that cynicism develops when students begin to feel disconnected from the meaning and usefulness of their studies, which can weaken academic engagement and performance (Madigan & Curran, 2021). Meanwhile, the lowest-rated indicator, "I have become less interested in my studies since my enrollment at the university," obtained a mean of 3.06 and a standard deviation of 1.92, indicating that most students still maintain interest in their studies. This suggests that,

despite academic pressures, the respondents generally remain invested in their education, which is important because lower burnout symptoms are associated with better academic adjustment and persistence (Salmela-Aro & Upadyaya, 2020). The findings imply that schools should continue strengthening students' sense of purpose, course relevance, and academic support to prevent further development of cynical attitudes.

Table 6. Exhaustion

Indicators	Mean	SD	Verbal Description
I feel emotionally drained by my studies.	4.36	1.69	Moderate
I feel used up at the end of a day at university.	4.45	1.70	Moderately High
I feel tired when I get up in the morning and I have to face another day at the university.	4.24	1.89	Moderate
Studying or attending a class is really a strain for me.	3.49	1.74	Moderately Low
I feel burned out from my studies.	3.80	1.88	Moderate
Grand Mean	4.07	1.52	Moderate

Table 6 shows that the respondents have a moderate level of exhaustion, with a grand mean of 4.07 and a standard deviation of 1.52. This indicates that students sometimes experience emotional and physical fatigue due to academic demands, but the level is not yet extremely high. The highest-rated indicator, "I feel used up at the end of a day at university," obtained a mean of 4.45 and a standard deviation of 1.70, suggesting that daily academic activities tend to drain students' energy. This supports the view that exhaustion is a central component of student burnout and often develops when academic demands continuously exceed students' coping resources (Lesener et al., 2020). In contrast, the lowest-rated indicator, "Studying or attending a class is really a strain for me," obtained a mean of 3.49 and a standard deviation of 1.74, which implies that although students feel tired, they do not consistently perceive all academic activities as burdensome. This finding is consistent with evidence that burnout tends to increase when students experience prolonged workload pressure and insufficient recovery (Maroco et al., 2020). The findings imply the need for schools to strengthen student wellness programs, manageable academic workloads, and support mechanisms that help reduce fatigue and prevent burnout.

Table 7. Professional Efficacy

Indicators	Mean	SD	Verbal Description
I can effectively solve the problems that arise in my studies.	5.21	1.13	Moderately High
I believe that I make an effective contribution to the classes that I attend.	5.41	1.25	High
In my opinion, I am a good student.	5.75	1.33	High
I feel stimulated when I achieve my study goals.	5.76	1.25	High
I have learned many interesting things during the course of my studies.	6.02	1.22	High
During class I feel confident that I am effective in getting things done.	5.65	1.22	High
Grand Mean	5.63	1.05	High

Table 7 shows that the respondents have a high level of professional efficacy, with a grand mean of 5.63 and a standard deviation of 1.05. This indicates that students generally perceive themselves as capable, effective, and confident in managing their academic responsibilities. The highest-rated indicator, "I have learned many interesting things during the course of my studies," obtained a mean of 6.02 and a standard deviation of 1.22, suggesting that meaningful learning experiences strengthen students' sense of competence and academic confidence. This supports evidence that positive competence beliefs are closely linked to stronger academic engagement and achievement (Schneider & Preckel, 2020). On the other hand, the lowest-rated indicator, "I can effectively solve the problems that arise in my studies," obtained a mean of 5.21 and a standard deviation of 1.13, which, although still moderately high, suggests that some students may occasionally struggle with problem-solving demands in their coursework. This finding is important because stronger academic efficacy is associated with lower burnout and better academic functioning (Madigan & Curran, 2021). The findings imply that teachers should continue providing supportive feedback, mastery-oriented tasks, and opportunities for students to build confidence in handling academic challenges.

Variable	Cynicism	Exhaustion	Professional Efficacy
Academic Time Management Skills	-0.244	-0.211	0.473

Table 8. Relationship between Academic Time Management Skills and Burnout Dimensions

Table 8 shows that academic time management skills are negatively related to cynicism and exhaustion, with coefficients of -0.244 and -0.211, respectively, and positively related to professional efficacy with a coefficient of 0.473. This means that students who manage their time better tend to be less detached from their studies, feel less emotionally drained, and perceive themselves as more competent in handling academic tasks. This finding supports the view that time management is an important self-regulatory skill that helps students reduce academic strain and improve task control (Aeon & Aguinis, 2021). The strongest relationship was found between time management skills and professional efficacy, suggesting that effective planning and prioritization may strengthen students' confidence in accomplishing school requirements. Likewise, poor time use and disorganized study routines have been linked to greater academic difficulties and higher risk of burnout symptoms (Svartdal et al., 2020). The findings imply that schools should strengthen students' time management practices through planning activities, study schedules, and anti-procrastination strategies to help reduce burnout and improve academic functioning.

Table 9. Relationship between the Dimensions of Intrinsic Motivation and Burnout Dimensions

Intrinsic Motivation Dimensions	Cynicism	Exhaustion	Professional Efficacy
Knowledge	-0.298	-0.017	0.611
Accomplishment	-0.341	-0.014	0.574
Stimulation	-0.197	-0.083	0.624

Table 9 shows that the dimensions of intrinsic motivation are generally negatively related to cynicism and exhaustion and positively related to professional efficacy. Among the three dimensions, stimulation posted the strongest positive relationship with professional efficacy at 0.624, followed by knowledge at 0.611 and accomplishment at 0.574, indicating that students who enjoy learning, value discovery, and feel fulfilled by achievement tend to perceive themselves as more capable and effective in their studies. In contrast, accomplishment showed the strongest negative relationship with cynicism at -0.341, followed by knowledge at -0.298 and stimulation at -0.197, suggesting that intrinsically motivated students are less likely to become detached or doubtful about the value of their studies. The relationships with exhaustion were negligible, which may mean that fatigue is influenced more by workload and academic demands than by motivation alone. This pattern supports evidence that autonomous or intrinsic motivation is associated with stronger academic functioning, persistence, and well-being, while lower motivation is linked with higher burnout symptoms (Salmela-Aro & Upadyaya, 2020). The findings imply that schools should strengthen learning experiences that promote curiosity, enjoyment, and personal accomplishment to help reduce burnout and enhance students' sense of efficacy.

Table 10. Significant Relationship between Academic Time Management Skills and Students' Burnout

Variables	rho-value	p-value	Degree of Relationship	Remarks	Decision
Academic Time Management Skills and Students' Burnout	-0.367	<0.001	Low negative	Significant	Reject the Null Hypothesis

Table 10 presents the significant relationship between academic time management skills and students' burnout. The result revealed a significant relationship, with a rho-value of -0.367 and a p-value of less than 0.001, indicating a low negative relationship. This means that students who demonstrate better time management skills tend to experience lower levels of burnout. The finding supports the view that effective time management serves as a self-regulatory skill that helps students organize academic demands, reduce stress, and improve their sense of control over school tasks (Aeon & Aguinis, 2021). It also aligns with evidence that procrastination, poor planning, and weak study routines are associated with greater academic strain and burnout-related

symptoms (Svartdal et al., 2020). Therefore, the null hypothesis is rejected. The findings imply that strengthening students' planning, prioritization, and scheduling skills may help lessen burnout and support their academic well-being.

Table 11. Significant Relationship between Academic Intrinsic Motivation and Students' Burnout

Variables	rho-value	p-value	Degree of Relationship	Remarks	Decision
Academic Intrinsic Motivation and Students' Burnout	-0.406	<0.001	Moderate negative	Significant	Reject the Null Hypothesis

Table 11 presents the significant relationship between academic intrinsic motivation and students' burnout. The result revealed a significant relationship, with a rho-value of -0.406 and a p-value of less than 0.001, indicating a moderate negative relationship. This means that students with higher intrinsic motivation tend to experience lower levels of burnout. The finding supports the idea that intrinsically motivated students are more likely to engage in learning for personal interest, enjoyment, and fulfillment, which helps protect them from emotional exhaustion and detachment (Ryan & Deci, 2020). It also agrees with evidence showing that autonomous motivation is associated with stronger academic well-being and lower burnout symptoms among students (Howard et al., 2021). Therefore, the null hypothesis is rejected. The findings imply that schools should cultivate learning environments that promote curiosity, enjoyment, and meaningful academic experiences to reduce burnout and strengthen students' well-being.

Conclusion

Based on the findings of the study, the respondents generally demonstrate favorable academic functioning. They possess a moderately high level of academic time management skills and a high level of academic intrinsic motivation. Although the respondents experience some degree of burnout, particularly in terms of exhaustion, they generally manifest low cynicism and high professional efficacy. The results further confirm that academic time management skills and academic intrinsic motivation are significantly related to burnout, both in a negative direction. This means that students who manage their time more effectively and who are more intrinsically motivated are less likely to experience burnout. Hence, strengthening students' self-regulation and internal motivation may contribute to better academic well-being.

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