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Coaching for Enhancing Time Management: Evaluating Students' Planning Habits, Attitudes, and Goals

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Abstract

Academic success widely acknowledges time management as a critical component, despite the fact that many students still struggle with planning, prioritizing, and avoiding distractions. This study investigated the impact of a coaching-based intervention on high school students' time management skills. The mixed-methods approach employed both open-ended reflections and a structured questionnaire. Prior to the intervention, students' short-term and long-term planning was inconsistent, according to quantitative findings, and many of them reported high levels of stress and distraction. Qualitative analysis also revealed ineffective habits, a lack of discipline, and procrastination patterns. After attending a coaching workshop, students reported feeling more motivated and confident, adopting new strategies like scheduling, to-do lists, and the Pomodoro Technique, and having a deeper understanding of the value of time. Thematic analysis revealed that students perceived the workshop as beneficial in both their academic and personal lives. According to the study's findings, coaching can help students improve their time management abilities by bridging the awareness and practice gaps.

Keywords: Coaching, Time Management, Students' Motivation, Academic Success, Planning Strategies, Mixed Method Research.