**A Study on the Factors Influencing Time Management Skills**

**of Chinese High School Students Based on the Big Five Model and Their Impact on Academic Stress**

This study explores the association between time management skills, the Big Five personality traits, and their influence on academic stress in Chinese high school students—an understudied demographic who faces tremendous academic stress. The study focuses on exploring three key aspects: (1) whether there is a significant correlation between students' Big Five personality traits and time management skills; (2) whether there is a significant relationship between time management skills and academic stress; (3) whether time management skills serve as the mediating factor between personal traits and academic stress. All of the investigation will be conducted in the context of Chinese high school students.

The researcher utilized online questionnaires to assess time management skills, Big Five personality traits, and academic stress in a sample of 93 high school students. Various statistical analyses, including independent two-sample t-tests, correlation analysis, multilinear regression analysis, and mediating effect analysis, were employed.

The results of multiple regression analysis reveal a significant association between conscientiousness, one of the Big Five personality traits, and time management skills. Sociodemographic factors did not significantly impact time management skills. A weak negative correlation was observed between time management skills and academic stress among students. The correlation between “perceived control over time”, a subscale of time management skill, and academic stress also exhibits a moderate negative association, while academic stress is correlated with neuroticism and openness as well. Therefore, this study constructed two mediating models to examine the relationships among academic stress, openness, and perceived time control ability, as well as separately analyzing the relationships between academic stress, neuroticism, and perceived time control ability. The complete mediating effect of perceived time control ability is indicated by the significant indirect effect in the relationship between openness and academic stress. The results also show that neuroticism exhibit significant direct effects on academic stress, while the indirect effect is not statistically significant.

In summary, this study offers educators and parents a fresh perspective on the intricate relationships among students' personality traits, time management, and academic stress, suggesting new potential pathways to assist students in coping with academic stress more effectively.

**Keywords**: Time Management, Big Five Personality Traits, Academic Stress