The Influence of Student Self-Management on Academic Achievement among Students in China

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Abstract
In the context of globalization and the continuous development of information technology, the quality of education and the academic achievement of students have become important indicators to measure the success of higher education institutions. However, in the Chinese higher education environment, the specific impact of students' self-management ability on academic achievement has not been fully studied. This study studied the influence of students' self-management ability (including goal setting, study planning, time management and self-reflection) on their academic achievement (GPA). The data were collected by questionnaire survey and analyzed by quantitative analysis method. The results show that there is a significant positive correlation between self-management ability and academic achievement. Specifically, setting clear learning goals, making detailed study plannings, effective time management and improving self-reflection ability can significantly improve students' academic achievement. This suggests that strengthening students' self-management skills, especially in the areas of goal setting and time management, will help improve their learning outcomes and overall academic achievement. This study not only provides valuable reference suggestions for the teaching management of Huanghe Jiaotong University in China, but also provides theoretical basis and empirical data support for further exploring the relationship between self-management and academic achievement of students in higher education. At the same time, the paper also points out the direction of future research, including further validation and extension of the applicability of these theoretical models in different educational contexts.
Keywords: Student Self-Management, Academic Achievement, Higher Education, Influence.

Introduction

In the current era of globalization and information technology, the quality of education and the academic achievement of students have become important indicators to measure the success of higher education institutions. Although researchers and educators have recognized that multiple factors may affect students' academic achievement, the specific role of students' self-management skills, learning style choices, and academic challenges students face in the Chinese higher education environment remains unsatisfactory. Contemporary research tells us that self-regulation of learning is not a single individual trait that every student possesses or lacks (Zimmerman, 2002).

Huanghe Jiaotong University,as a member of China's higher education system, the academic achievement of its students has been widely concerned by teachers, students and parents, which is not only related to the future development of students, but also related to the teaching quality and social reputation of the university.

This study aims to investigate and analyze the self-management ability of undergraduates in Huanghe Jiaotong University, a relatively large university in China. By focusing on the self-management situation of seven sophomore faculty members in this particular university, this study uses relevant questionnaires to gain an in-depth understanding of the self-management ability of middle school students in the current curriculum and teaching management. Through analyzing the influence of these factors on the academic achievement of university students, the author puts forward relevant improvement methods and suggestions.

This study is expected to provide targeted guidance and suggestions for universitys to help students optimize learning strategies and improve academic achievement, and also provide theoretical support and empirical data for the research on students' self-management and learning styles in the field of higher education.

Significance of the Study

With the realization of the goal of popularization of higher education in China, quality has become an urgent issue in front of higher education. After entering the 21st century, improving the quality of higher education has become the main task of the reform and development of higher education. The Outline of the National Medium - and Long-Term Education Reform and Development Plan (2010-2020) also clearly points out that improving quality is the core task of education reform and development. We should establish an educational development concept with the improvement of quality as the core, pay attention to the development of the connotation of education, and encourage schools to develop their characteristics and levels, produce famous teachers, and cultivate talents. Under the increasingly free competition market system, the principle of survival of the fittest further strengthens that universitys and universities must regard quality as their life.

It is obvious that the ultimate goal of all reforms and changes is to maximize the quality and level of higher education teaching, and students play an important role in it. Meanwhile, Chinese students pay more attention to their academic achievement and regard it as an important measure of academic success. Therefore, some scholars point out that the key to academic success is to practice the learning strategies taught so that students learn automatically. When practicing, students will be able to learn more material in less time than

before using these new strategies, in the process of developing the necessary expertise to meet the academic demands of university study. Successful students are not only those who have more efficient and effective study skills to acquire and apply information. They can also encourage themselves and assess and adjust their behavior if they are not studying properly (Kadiyono & Hafiar, 2017), so students must adjust their academic field to pursue the best grades, which can be seen in their GPA or the time it takes to complete their studies.

According to Kadiyono and Hafiar (2017), individuals with effective self-management skills know where to place their goals; How to solve problems effectively, think optimistically when encountering academic problems, utilize resources, and manage the surrounding environment to achieve goals; And may reflect on the reasons for failure and set goals for future growth. Self-management is described as the ability to work efficiently to achieve significant goals while being able to adapt in the face of difficulties (Agolla & Ongori, 2009). The research also pointed that self-management is a multidimensional umbrella concept that combines an individual's personal qualities and can function through a behavioral transformation process (Palmer et al., 2021). Therefore, the study of students' self-management can effectively improve students' academic achievement.

Huanghe Jiaotong University is the only application-oriented undergraduate university in Henan Province approved by the Ministry of Education, with more than 20,000 students. The university has 7 faculty of Automotive Engineering, Traffic Engineering, Mechanical and Electrical Engineering, Intelligent Engineering, Economics and Management, Marxism and Art Design, offering 61 undergraduate and junior majors. The students come from different regions, reflecting the diversity of sample levels. At the same time, as the only transportation application-oriented undergraduate university in Henan Province, it is representative to study the impact of students' self-management, learning styles and academic challenges on their academic achievement.

Research in the past three years shows that students in Huanghe Jiaotong University have problems in academic achievement to varying degrees, such as students with poor academic achievement show obvious differences in self-management ability and effect with students with good academic achievement (Wang, 2023). Both self-management skills and self-efficacy have a positive impact on students' academic achievement, and it is emphasized that self-management enhances self-efficacy, and self-efficacy has a significant impact on academic achievement(Al-Abyadh & Abdel Azeem, 2022) . Domenech-Betoret (2017), and other scholars discussed the relationship between academic self-efficacy, students' expectation value belief, teaching process satisfaction and academic achievement from the perspective of social cognition of motivation,which emphasizes the mediating role of students' expected value beliefs between self-efficacy and satisfaction with academic achievement, provides a new perspective for understanding the motivational process of self-efficacy affecting academic achievement, and points out the importance of understanding the motivational basis of the association between self-efficacy and student achievement and satisfaction.

The role of self-management in academic achievement has been highlighted, with research pointing to key components of self-regulated learning, including goal setting, self-monitoring, and self-reflection, which are critical to improving student academic achievement (Zimmerman, 2002). Students in Huanghe Jiaotong University have big problems in time

management and goal setting, which reflects low self-management ability (Tang, 2019).
The above research indicates that, despite the relevant literature, there is a lack of existing research on how students' self-management affects academic achievement quantitatively. At the same time, there is no direct research on how students' self-management affects their academic achievement at Huanghe Jiaotong University.

Student Self-Management
Students at Huanghe Jiaotong University face many challenges in their studies. This review aims to explore the impact of students' self-management on academic achievement. Self-management skills play a crucial role in a student's academic success. This article will analyze these factors in detail from multiple perspectives and explore their relationship to academic achievement. Self-management refers to the ability of students to actively set goals, study plannings, manage time and self-reflect in the learning process. Effective self-management can improve students' learning efficiency and academic achievement.

Goal Setting
Goal setting is an important part of students' self-management, which means that students identify the specific results and achievements they want to achieve in the learning process. Effective goal setting can provide students with motivation and direction to learn, thereby improving learning efficiency and academic achievement.

First of all, goal setting can stimulate students' learning motivation. Some researchers point out that intrinsic motivation is enhanced by satisfying an individual's basic psychological needs such as autonomy, competence and belonging. Specific and challenging goals can help meet these needs, thereby enhancing intrinsic motivation, which in turn increases individual engagement and adherence (Ryan et al., 2021). For students, setting clear learning goals can help them stay highly focused and motivated during the learning process, so as to better complete their learning tasks.

Besides, goal setting also provides a clear learning direction. Learning without goals often lacks a sense of direction, and students are easy to feel lost and confused in the learning process. Specific learning goals can help students identify the specific standards and requirements they need to meet, so that they can study and review in a targeted way. Setting a goal for a final exam score, for example, allows students to be more focused when reviewing, avoiding blind revision and wasting time.

In addition, goal setting can improve students' learning efficiency. By setting short - and long-term goals, students can break a large learning task into several small, achievable tasks, thereby gradually completing the entire learning task. According to Schippers et al. (2020), specific and challenging goals can enhance individual motivation because these goals provide individuals with a clear direction and expectations, and the sense of achievement gained from achieving these goals can also enhance their persistence(Schippers et al., 2020a). For students, setting daily learning tasks can help them better manage their time and avoid procrastination in the learning process.

However, goal setting also requires attention to certain skills. First, goals need to be specific and measurable. For example, the goal "I want to improve my math score" is too general to

measure achievement; "I want to get at least 90 on my next math test" is a specific and measurable goal. Second, the goal needs to be challenging but not too difficult. Hopfner and Keith (2021), found that while challenging specific goals can improve performance and motivation, they can have a negative impact on students' self-efficacy and motivation when those goals cannot be achieved, leading them to choose lower-difficulty goals or completely abandon challenges in future tasks(Schippers et al., 2020b).. Finally, goals need to be time-bound. Goals with clear time limits can motivate students to complete tasks with more urgency and avoid procrastination.

Study Planning
study planning is an important tool for students' self-management, which means that students work out specific learning steps and progress according to their own learning goals and time arrangements. Effective study plannings can not only improve students' learning efficiency, but also help students develop good learning habits, so as to achieve excellent academic results.

Above all, study planning can help students allocate their time rationally. Time management is an important part of a study planning. Studies have shown that there is a significant positive correlation between good time management and academic achievement (Kumari & Chandrika, 2023). By making a study planning, students can reasonably allocate the time of the day or week to different learning tasks, avoiding the study stress and inefficiency caused by improper time allocation. For example, you can arrange reading, doing problems and reviewing in a fixed period of time every day to ensure that all learning links can be fully guaranteed time. Secondly, study planning can improve students' learning efficiency. The goal-setting theory of Locke and Latham (2002), points out that a clear study planning can provide students with specific action guidance and make them more organized in the learning process. Through a detailed study planning, students can identify specific tasks that need to be completed every day, thus avoiding blind study and time wastage. For example, you can list in detail the reading time, homework time and review time of each chapter in the study planning to ensure systematic and comprehensive learning.

In addition, the study planning can enhance students' self-monitoring ability. Self-monitoring is one of the key links of self-regulated learning. By making a study planning, students can check and adjust themselves according to the plan during the learning process. Geng et al. (2023), highlighted the role of learning plans in self-regulated learning, noting that when students set learning goals and create a plan, they are more likely to engage in self-monitoring to ensure that their learning activities align with their expected goals. This self-monitoring helps students adjust their strategies in a timely manner when they encounter learning obstacles and avoid falling into ineffective learning patterns (Geng & Wei, 2023).For example, students can review the implementation of the study planning at the end of each week, assess whether the scheduled study tasks have been completed, and adjust and optimize according to the actual situation. Apart from the above, study plannings need to be integrated with learning goals. study planning is the concrete step to achieve the learning goal, so the study planning should be closely related to the learning goal to ensure that each learning task can serve the realization of the goal. For example, if the learning goal is to improve English listening level, enough listening practice time should be arranged in the study planning, and appropriate listening materials should be selected for training.

Time Management

Time management is an important part of students' self-management, which refers to students' ability to arrange and use time reasonably to improve learning efficiency and academic achievement. Good time management can help students complete learning tasks more efficiently, avoid procrastination and waste of time, and thus achieve better academic results. First of all, time management can improve students' learning efficiency. Studies have shown that students with strong time management ability can better organize and arrange their learning tasks in the learning process, thus improving learning efficiency (Wolters & Brady, 2021). By making a detailed schedule, students can break learning tasks into specific periods, ensuring that each task can be fully guaranteed time. For example, reading, homework, and revision can be arranged at a fixed time each day to ensure that all learning sessions receive sufficient time and attention.

What's more, time management can reduce procrastination in the learning process. Procrastination is a common problem faced by many students, resulting in academic tasks not being completed on time, which affects academic achievement. With good time management, students can break down learning tasks into small, manageable parts, reducing the complexity and stress of the task and thus reducing the likelihood of procrastination. Another study looked at the relationship between time management and procrastination among university students. They found that students who practiced effective time management had significantly reduced procrastination and improved academic achievement. The study highlights the importance of planning and prioritizing in helping students manage their workload more effectively (Fentaw et al., 2022).

In addition, time management can help students balance their studies with other activities. Students not only need to complete academic tasks, but also need to participate in extracurricular activities, socialize and rest. Reasonable time management can help students find a balance between study and other activities, and avoid physical and mental exhaustion and decreased learning efficiency caused by excessive learning pressure (Misra & McKean, 2000). Involvement in extracurricular activities, when balanced with academic tasks through effective time management, leads to better academic achievement and personal development. Students who manage their time well can enjoy a holistic educational experience without compromising their academic achievements (Soares et al., 2023). For example, a certain amount of rest time and recreational activities can be arranged into the daily schedule to maintain physical and mental health and study motivation.

However, time management also requires certain skills and strategies. First, students need to make a concrete and feasible time plan. Research shows that developing and following a structured time plan can help students allocate their time more effectively, balancing academic responsibilities and extracurricular activities. This practice not only reduces stress, but also improves overall achievement (Wolters & Brady, 2021). For example, you can make a study planning for the next week at the end of every week, detailing the daily study tasks and schedules. Second, students need to learn to manage priorities. Different learning tasks have different importance and urgency, and students should arrange their time reasonably according to the priority of the task to ensure that the important and urgent tasks can be completed first. For example, the Eisenhower Matrix can be used to distinguish between the urgency and importance of a task, so that time and effort can be properly allocated.

Last but not the least, students need to regularly review and adjust their time management strategies. Time management is not static, and students need to constantly adjust and optimize their time planning and management strategies according to the actual situation. For example, you can review the week's learning at the end of each week, assess the effectiveness of your time management, and make adjustments and improvements as needed.

Self-Reflection

Self-reflection is an important part of students' self-management, which means that students take the initiative to review and evaluate their learning behaviors, strategies and effects in the learning process, so as to find deficiencies and make adjustments and improvements. Effective self-reflection can not only improve the learning effect, but also promote the students' self-cognition and independent learning ability.

First of all, self-reflection can help students find the problems and shortcomings in their study. Through a review of the learning process and results, students can identify which learning methods and strategies are effective and which are inadequate. For example, after an exam, students can review what they got right, what they got wrong, and why they got it wrong. Pintrich and De Groot (1990) showed that students with self-reflective ability are more likely to find and correct learning mistakes, thus improving learning results (Schunk, 2005).

Besides,self-reflection can also promote students' self-monitoring and adjustment ability. Self-reflection is an important part of self-regulated learning, which can help students constantly adjust and optimize learning strategies in the learning process. Zimmerman (2002), pointed out that self-monitoring and self-regulation are important characteristics of efficient learners, and through self-reflection, students can continuously evaluate and adjust themselves in the learning process, thus improving learning efficiency and effectiveness (Zimmerman, 2002). Self-monitoring and self-regulation are important means for students to evaluate and adjust their own behavior actively in the learning process. These skills help students learn more effectively and efficiently, especially when dealing with academic challenges (Kim et al., 2023). For example, students can reflect after each day's study, summarize the day's learning results and existing problems, and make improvement plans.

In addition, self-reflection can enhance students' learning motivation and self-confidence. Through a positive evaluation of the learning process and results, students can gain a sense of accomplishment and self-confidence, thus inspiring greater motivation to learn. Schunk's (1983) research shows that students with self-reflective ability are more likely to experience a sense of achievement and intrinsic motivation in learning, and thus show higher persistence and engagement in learning. For example, students can reflect on their progress and gains after each learning task, thus enhancing their learning confidence and motivation.

Finally, students need to combine self-reflection with practical action. The ultimate goal of self-reflection is to improve the learning behavior and improve the learning effect, so students should formulate specific improvement plans after reflection and put them into practice in actual learning. For example, students who find themselves lacking in a subject can make a detailed revision plan and implement and adjust it in their subsequent studies.

Academic Achievement

Academic achievement refers to a student's level of success in their educational pursuits, typically measured by grades, grade point averages, test scores, and other formal assessments. In the context of this study, academic achievement can be quantified by a student's grade point average (GPA) and test scores on standardized tests or specific courses at Huanghe Jiaotong University. The definition of GPA(grade point Average) includes specifying how it is calculated and measured in an educational setting. GPA is a numerical representation of a student's academic achievement, usually calculated by averaging final grades of courses over a specific period of time (for example, a semester or an academic year). GPA grades are usually between 0.0 and 4.0, where each letter of the grade has a numerical value (e.g., a = 4.0, B = 3.0, etc.). This definition ensures that GPA can be measured consistently and accurately across contexts, enabling reliable comparisons and assessments of academic achievement (York et al., 2015).
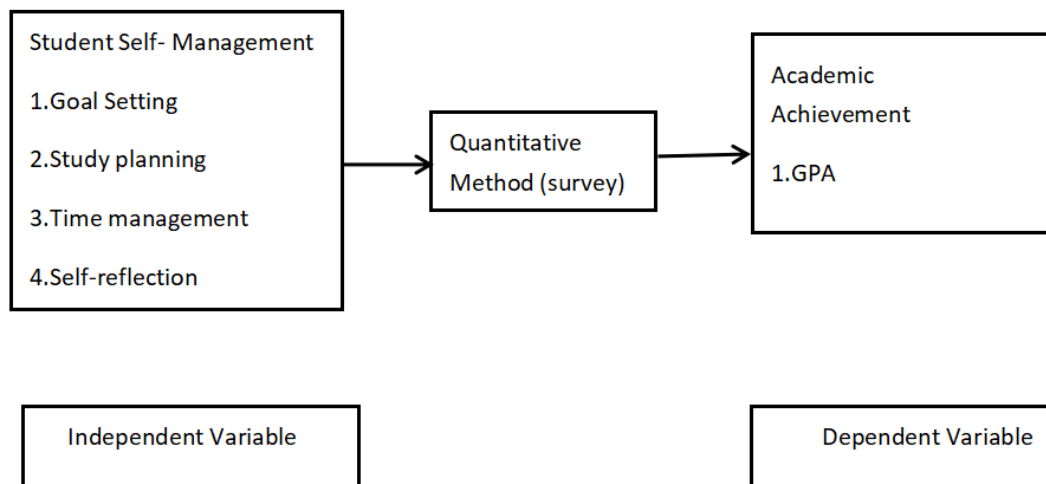
Student self-Management and Academic Achievement

Students' ability to manage themselves plays a crucial role in academic achievement. Bowman and Kauffeld (2023), study explored in depth the relationship between self-management ability and academic success, and the results showed that students' self-management ability played a key role in academic achievement (Bargmann & Kauffeld, 2023). This suggests that students with good self-management skills are able to organize their learning tasks more effectively and thus achieve better academic achievement. Similarly, Chesnut and Cullen (2021), studied the relationship between self-efficacy and time management and found that students with high self-efficacy were better at managing their time and demonstrated stronger academic commitment. Besides, some researcher further explored the importance of self-management in academic achievement, emphasizing that students' academic achievement can be significantly improved by cultivating self-management skills (Galindo-Domínguez & Bezanilla, 2021).

Self-reflection is also an important part of self-management. Some researchers have found that learners who actively plan, monitor and reflect on the learning process are better able to cope with educational challenges and achieve higher academic achievement (Järvelä et al., 2023). Pintrich (2000), also emphasized the importance of study plans in self-management, arguing that detailed and executable study plans can help students better allocate time and resources, improve learning efficiency and academic achievement (Pintrich, 2000). At the same time, some researchers have emphasized the role of students' self-reflection and learning log in promoting self-monitoring and academic achievement (Dignath et al., 2015). To sum up, these studies together show that self-management ability is an important factor for students' academic success, and students' academic achievement can be effectively improved by strengthening self-management.

Proposed Conceptual Model

This study presents a conceptual model developed by the researchers based on 2 variables present in this study. This conceptual model is important because it systematically lists the issues to be studied through background research, literature review and questionnaire analysis, making the research results more systematic. This study examines the relationship between self-management and academic achievement of students in Huanghe Jiaotong University.

Student self-management as an independent variable includes goal setting, study planning, time management and self-reflection. The dependent variable is academic achievement, which in this study refers to students' GPA for the semester. The meaning of these concepts has been basically defined and can be measured by questionnaires or scales.

Conclusion

With the continuous progress of global higher education and information technology, the factors affecting university students' self-management are increasing. Academic achievement plays a crucial role in students' academic challenges. This chapter systematically combs the research background, expounds the significance and limitations of the research, and elaborates the concepts involved in depth, forming a theoretical and conceptual model, which lays a solid foundation for the whole research. Based on the comprehensive analysis of relevant literature and theories, the innovation points and highlights of this research are put forward, and certain research gaps are filled, highlighting the important significance of this research in the academic and educational circles. It is further found that this study not only has important theoretical significance, but also has significant practical significance in solving the problem of university students' classroom learning efficiency.

At the same time, this paper systematically reviews the existing literature on the interrelationship between student self-management and academic achievement. Our analysis describes the connections between these factors and provides a multi-faceted perspective on educational dynamics within universities. The main findings highlight the importance of the impact of student self-management on student academic achievement. While our review underpins current understanding, it also highlights the need for future empirical research to explore these theoretical connections in real-world educational Settings. By identifying these gaps, our research sets the stage for follow-up investigations aimed at enhancing educational practices and student outcomes. The theoretical insights from this review can guide the development of interventions that enable students to enhance and improve learning goal setting, study planningning, time management, and self-reflection in order to increase learning engagement and achievement. Moving forward, it will be necessary to integrate these theoretical models more deeply into empirical research to validate and extend their applicability to enhancing student learning experiences and learning outcomes in different educational contexts.

The research presents both theoretical and contextual contributions to the understanding of student self-management and its role in academic achievement. Theoretically, it advances the body of knowledge by synthesizing components of self-regulation—goal setting, study planning, time management, and self-reflection—as interconnected facets that directly impact academic success. The study underscores the multidimensional nature of self-management, reinforcing its significance in educational psychology and self-regulated learning theory. Contextually, this research is vital in the Chinese higher education environment, specifically within Huanghe Jiaotong University, where students encounter unique challenges shaped by an application-oriented education model. By examining self-management in this distinct educational setting, the study offers insights into how targeted strategies can support students in navigating academic demands. Thus, it serves as a reference for educators and policymakers, providing evidence-based recommendations for fostering academic success through enhanced self-management practices, which may be adapted to similar institutional contexts.

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