



## The Relationship Between Time Management and Academic Achievement Among University Students

Nurul Izzati Aufa<sup>1</sup>, Amelia Sri R<sup>1</sup>, Siti Fatimah A<sup>1</sup>, Amel Fitriyani<sup>1</sup>, Beby Woro E<sup>1</sup>

<sup>1</sup> Departement of Nursing, STIKes Muhammadiyah Ciamis, Ciamis, Indonesia

Correspondence author: Nurul Izzati Aufa

Email: [nrlizt.3@gmail.com](mailto:nrlizt.3@gmail.com)

Address: Jln. KH. Ahmad Dahlan No. 20 Ciamis 46216 Jawa Barat, Indonesia

0895701298317

DOI: <https://doi.org/10.56359/kian.v3i2.588>



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

### ABSTRACT

**Introduction:** Time management is a crucial skill for university students in balancing academic and personal responsibilities. Previous studies suggest that effective time management supports academic achievement, yet many students struggle to apply it consistently. Understanding this relationship is important to inform strategies that enhance student success.

**Objective:** This study aimed to examine the relationship between time management skills and academic achievement among university students.

**Methods:** A cross-sectional study was conducted at UIN Jakarta in March–April 2024, involving 39 undergraduate students. Participants completed a questionnaire assessing time management and academic performance. Data were analyzed using IBM SPSS version 29. Descriptive statistics summarized demographics, and a Chi-square test assessed the association between time management and academic achievement ( $p < 0.05$ ).

**Results:** Most students demonstrated fairly good time management (69.2%) and very good academic performance (69.2%). However, the Chi-square analysis showed no significant relationship between time management and academic achievement ( $p = 0.817$ ).

**Conclusion:** Despite previous findings suggesting a positive link, this study found no significant correlation between time management and academic success. The results highlight the complexity of academic performance and suggest that additional factors such as motivation, learning strategies, and institutional support play essential roles. These findings imply that interventions to support academic success should adopt a more holistic approach.

**Keywords:** time management, academic achievement, nursing students

### Introduction

In the rapidly evolving landscape of higher education, university students are expected to navigate a complex array of academic responsibilities, social commitments, and often part-time employment (Dewi, 2021). This demanding environment necessitates the development of effective time management skills, which are widely recognized as a key determinant of academic success (Ngo et al., 2023). Time management, in its simplest form, refers to the process of planning and exercising

conscious control over the amount of time spent on specific activities, particularly to increase effectiveness, efficiency, and productivity(Wolters & Brady, 2021). Within the academic context, time management encompasses skills such as goal-setting, prioritization, scheduling, and self-monitoring. As universities increasingly focus on student-centered learning, understanding how students allocate their time and manage their daily schedules has become a central concern for educators and researchers alike.

Academic achievement, often measured through grade point average (GPA) or other standardized assessments, is a primary indicator of student success in university(Kumar, 2021). It not only reflects the mastery of curriculum content but also signals a student's readiness for professional or academic advancement(Streifer & Palmer, 2023). Numerous factors contribute to academic achievement, including cognitive ability, motivation, learning strategies, socio-economic status, and environmental conditions(Munir et al., 2023). However, time management stands out as a modifiable behavior that students can develop and refine, offering a practical leverage point for educational interventions. Students who exhibit strong time management behaviors are more likely to meet deadlines, prepare effectively for examinations, and balance academic and personal demands, all of which can positively influence academic outcomes.

Existing literature underscores the importance of time management in academic settings(Opintan, 2018). Several empirical studies have established a positive correlation between effective time management and academic performance(Mascia et al., 2023). For instance, students who engage in goal-oriented planning and who adhere to well-structured study schedules tend to achieve higher academic results compared to those who procrastinate or lack organization(Al-khresheh & Alkursheh, 2024). Furthermore, time management has been linked to reduced academic stress, increased self-efficacy, and enhanced overall well-being. This growing body of evidence highlights the critical role of time management as both a direct and indirect contributor to student success, suggesting that fostering these skills may lead to improved educational outcomes.

Despite widespread recognition of the value of time management, many university students struggle with implementing these skills consistently(Asefer & Abidin, 2021). Factors such as digital distractions, lack of motivation, poor self-regulation, and insufficient training in effective study habits often undermine students' ability to manage their time efficiently(Adesola C et al., 2020). Moreover, the transition from structured secondary education to the more autonomous environment of university life can pose significant challenges(Sato et al., 2024). In this context, students must not only assume greater responsibility for organizing their schedules but also navigate increased academic workloads and a more complex social landscape. These challenges underscore the need for targeted interventions and institutional support aimed at enhancing students' time management capacities.

Additionally, the relationship between time management and academic achievement may be influenced by contextual variables such as cultural background, field of study, and year of study(Aeon et al., 2021). For example, students in disciplines that demand frequent assignments and continuous assessment may experience different time management pressures compared to those in fields with fewer deadlines(Alhasani & Orji, 2024). Similarly, first-year students may face greater difficulties in adjusting to university life and adopting effective time management practices than their senior counterparts(Naidoo & Oosthuizen, 2024). Recognizing these nuances is essential for developing nuanced strategies that cater to the diverse needs of the student population.

Another dimension worth exploring is the role of technology in shaping time management behaviors(Koohang et al., 2023). While digital tools such as calendars, reminder apps, and task managers offer potential support for managing time, they can also introduce distractions that detract from focused academic work(Joshi et al., 2023). The dual nature of technology—as both a facilitator and inhibitor of productivity—requires careful consideration when examining students' time use(Yener et al., 2021). Moreover, the increasing integration of online learning platforms and digital resources in

higher education adds complexity to students' time management challenges. Navigating these digital environments effectively requires not only technical proficiency but also strong self-regulatory skills.

It is also important to consider the psychological underpinnings of time management (Basu et al., 2023). Traits such as conscientiousness, self-discipline, and intrinsic motivation have been identified as significant predictors of effective time management (Tao & Jing, 2023). Students with higher levels of these traits are more likely to set realistic goals, resist temptations, and persist in the face of challenges (Zhao et al., 2023). Conversely, individuals with low self-control or a tendency toward procrastination may struggle to adhere to study schedules and complete tasks on time. Understanding these psychological factors can inform the design of interventions that target not only behavioral skills but also underlying attitudes and dispositions.

The potential benefits of improved time management extend beyond academic achievement (Hooda et al., 2022). Effective time use has been associated with greater life satisfaction, reduced stress, and improved mental health among students (Franzen et al., 2021). Given the rising concerns about student well-being and the prevalence of mental health issues in university populations, promoting time management may serve as a valuable strategy for supporting holistic student development (Bladek, 2021). Universities that invest in time management training and resources are likely to see returns in terms of both academic outcomes and student retention.

This study aims to examine the relationship between time management and academic achievement among university students, with a particular focus on identifying specific time management behaviors that are most predictive of academic success. By investigating how students organize, prioritize, and execute their academic responsibilities, this research seeks to provide evidence-based insights that can inform educational practice and policy (Maiya & Aithal, 2023). In doing so, the study contributes to a growing body of literature that underscores the importance of time management as a critical skill for academic and personal success in higher education (Varajão et al., 2022).

Ultimately, fostering effective time management among university students is not merely a matter of individual responsibility but a shared endeavor that involves educators, institutions, and policymakers (Cohen & Friedman, 2023). By creating supportive environments, offering targeted interventions, and cultivating a culture that values effective time use, universities can empower students to take control of their academic journeys and realize their full potential (Tan et al., 2021). Through this research, we hope to illuminate the pathways by which time management influences academic achievement and to identify practical strategies that can enhance student outcomes across diverse educational contexts (Bladek, 2021).

## **Objective**

This study aims to examine the extent to which time management skills influence academic achievement among university students, by identifying specific time-related behaviors that correlate with higher academic performance.

## **Method**

### ***Design and setting***

This cross-sectional study was conducted at UIN Jakarta between March and April 2024, involving undergraduate university students as participants. A total of 39 students participated in the study. The inclusion criteria were: voluntary participation in the study, active enrollment as undergraduate students during the 2023/2024 academic year, and completion of at least one full semester of academic coursework. Participants were excluded if they were currently on academic leave or suspension, had diagnosed psychological or cognitive impairments that could interfere with accurate questionnaire responses, or were enrolled in postgraduate or non-degree programs.

***Population and sampling***

The population in this study consisted of undergraduate students at UIN Jakarta. Using a purposive sampling technique, a total of 39 students were selected who met the inclusion criteria, namely active enrollment during the 2023/2024 academic year, completion of at least one semester of coursework, and voluntary participation in the study. Students on academic leave, with cognitive or psychological impairments, or enrolled in postgraduate programs were excluded.

***Instrument and measurement***

The instrument used in this study was a structured questionnaire developed to measure university students' time management behavior and its correlation with academic performance. The questionnaire was adapted from the Time Management Behavior Scale (TMBS) originally created by Macan et al. (1990), which has been widely validated and applied in various educational contexts. It consists of 34 items grouped into four dimensions: goal setting and prioritization (10 items), scheduling and planning mechanisms (11 items), preference for organization (8 items), and perceived control of time (5 items). Each item was rated on a 5-point Likert scale ranging from "Rarely True" (1) to "Very Often True" (5).

For accessibility, the questionnaire was translated into the local language (Urdu) to ensure participant comprehension. Prior to data collection, the instrument underwent a trial with a sample group to assess clarity and response quality. The internal consistency of the instrument was confirmed with a Cronbach's Alpha of 0.83, indicating high reliability. This value exceeded the generally accepted threshold of 0.70 for social science research. Students also self-reported their Grade Point Average (GPA) from the previous semester to measure academic performance. The collected data were subjected to descriptive and inferential statistical analysis to explore the relationship between time management behaviors and academic success.

***Data collection and analysis***

The data collection process for this study was conducted using a structured questionnaire administered directly to the participants in person. Before completing the questionnaire, all participants were informed about the objectives of the research, and their voluntary participation was confirmed through verbal consent. The survey included sections on demographic information and a standardized time management behavior scale (TMBS) adopted from Macan et al. (1990). Printed copies of the questionnaire were distributed to undergraduate students at UIN Jakarta who met the inclusion criteria. Each participant was given adequate time to read, understand, and respond to the questions without external influence.

Researchers were present during the data collection sessions to provide clarification if needed, ensuring completeness and accuracy in the responses. Once completed, all questionnaires were collected on-site and stored securely for data entry and subsequent statistical analysis. This method was selected to maximize response rates, allow for immediate clarification of questions, and ensure the integrity and reliability of the data.

The collected data were analyzed using IBM SPSS Statistics version 29. Prior to analysis, the data were checked for completeness and consistency. Descriptive statistics were used to summarize participants' demographic information and key variables related to time management and academic achievement. To examine the relationship between time management and academic achievement, the Chi-square test of independence was employed. This statistical technique was chosen to determine whether there was a significant association between categorical variables representing students' time management practices and their academic performance levels. A significance level of  $p < 0.05$  was used to determine statistical significance.

## Result

Table 1. Sociodemographic of respondents

Variable	F/Mean	%/SD
<b>Gender</b>		
Male	23	59.0
Female	16	41.0
Total	39	100.0
<b>Age</b>		
<Mean	7	17.9
>Mean	32	82.1
Total	39	100.0
<b>Semester</b>		
6	39	100.0
<b>Total</b>	39	100.0
<b>GPA</b>		
Very Poor	1	2.6
Poor	0	0
Good	11	28.2
Very Good	27	69.2
<b>Total</b>	39	100.0
<b>Time Management</b>		
Very Bad	0	0
Bad	6	15.4
Fairly Good	27	69.2
Good	5	12.8
Very Good	1	2.6

Table 1 presents the sociodemographic characteristics of the study participants. Out of 39 respondents, 59% were male and 41% were female. The mean age was 20.95 years (SD = 0.793), with 82.1% of participants being older than the mean age. All participants were in their sixth semester. In terms of academic performance, the majority had a very good GPA (69.2%), followed by 28.2% with good performance, and only 2.6% categorized as very poor. Regarding time management, most respondents (69.2%) were rated as fairly good, 15.4% as poor, 12.8% as good, 2.6% as very good, and none were rated as very bad.

Table 2. Correlationship between variables

Variable		Time Management			
		Poor	Fairly Good	Good	Very Good
Performance	Very Poor	f	1	0	0
		0	3.7%	0.0%	0.0%
	Good	2	6	2	3
		6.0%	22.2%	40.0%	50.0%
	Very Good	1	20	3	3
		3.0%	74.1%	60.0%	50.0%
P.Value					0.817

Table 2 shows the correlation between time management and academic performance. The majority of students with very good academic performance had fairly good time management (74.1%), while those with good performance were more evenly distributed across poor (6.0%), fairly good (22.2%), good (40.0%), and very good (50.0%) time management levels. Only one student with very poor academic performance had fairly good time management (3.7%), and none had good or very good time management. The statistical analysis yielded a p-value of 0.817, indicating that the correlation between time management and academic performance is not statistically significant.

## Discussion

This study aimed to examine the relationship between time management and academic achievement among university students (Wolters & Brady, 2021). However, the findings revealed no statistically significant correlation between these two variables, as evidenced by a p-value of 0.817. This result challenges common assumptions within educational research that posit time management as a strong predictor of academic performance (Aeon et al., 2021). Although previous literature has frequently emphasized the importance of time management in enhancing student outcomes, the current study suggests that its impact may not be as direct or universal as previously believed (The et al., 2013). As such, the absence of a significant relationship in this study may indicate that time management alone is insufficient to account for academic success in this particular context.

One possible explanation for the lack of a statistically significant relationship is that not all students implement time management strategies with the same level of effectiveness (Aldhahi et al., 2022). Some students may claim to manage their time well but fail to execute those plans with consistency and discipline (Tyre & Feuerborn, 2021). In many cases, time management is measured through self-reported questionnaires, which can be subject to biases and inaccuracies (Lira et al., 2022). Students might overestimate their ability to manage time or respond in socially desirable ways, leading to data that does not accurately reflect their true behavior. Moreover, some students may be high achievers who rely more on intrinsic motivation, prior knowledge, or cognitive aptitude rather than structured time management practices. These individuals might perform well academically despite having suboptimal time organization. This variability in student profiles could dilute the strength of the correlation between time management and performance in this sample.

Another relevant consideration is the role of external and contextual factors that may moderate or overshadow the influence of time management on academic outcomes. The academic environment at Universitas Islam Negeri (UIN) Jakarta, where this study was conducted, may present unique challenges or supports that affect student performance independently of time management. For example, supportive teaching methods, access to academic resources, peer collaboration, and religious or cultural values might play significant roles in motivating students to excel, regardless of how they structure their time. Additionally, students may prioritize religious, family, or community obligations over academic planning, which could reduce the perceived impact of time management on academic success (Horwitz, 2021). The institutional culture and curriculum structure could also affect how students perceive the importance of time use and its connection to achievement (Lee et al., 2021).

The relatively small sample size ( $n = 39$ ) used in this study is another factor that may have influenced the results (Lakens, 2022). A limited number of participants can reduce statistical power, making it difficult to detect a true effect even if one exists (Sommet et al., 2023). It is possible that with a larger and more diverse sample, the relationship between time management and academic achievement could become more apparent (El Said, 2021). Furthermore, the distribution of participants across different levels of academic performance and time management categories was uneven, which may have affected the validity of the chi-square test used in this analysis. Studies with larger samples drawn from multiple universities or faculties would allow for a more comprehensive



examination of this relationship, including the potential influence of major, academic year, and socioeconomic background.

Finally, it is worth considering that the benefits of time management may manifest in indirect ways rather than through direct improvements in GPA or academic rankings (Mirnawati & Amka, 2019). Effective time use has been associated with lower stress levels, better sleep hygiene, and enhanced well-being—factors that contribute to students' overall life satisfaction and academic experience but may not be immediately reflected in academic scores. For example, a student who manages time well may feel more balanced and in control, leading to improved mental health, but this does not necessarily result in higher grades if other academic challenges persist. Future research should consider including mediating variables such as stress, motivation, or learning engagement to capture a fuller picture of how time management interacts with academic life (Aldhahi et al., 2022). Additionally, longitudinal studies may be useful in observing how time management practices evolve over time and whether their long-term effects eventually contribute to academic improvement.

#### ***Restate the Key Findings***

This study found that although most students demonstrated fairly good time management and very good academic performance, there was no statistically significant relationship between the two variables ( $p = 0.817$ ).

#### ***Interpret the Results***

The absence of a significant correlation suggests that academic achievement may be influenced by other factors beyond time management, such as motivation, learning strategies, institutional support, or personal characteristics.

#### ***Compare with Previous Studies***

While several previous studies reported a positive association between time management and academic success, this study did not confirm such findings. This difference may be due to contextual factors, limited sample size, or differences in measurement tools used.

#### ***Highlight the Implications***

The findings imply that interventions aimed at improving academic achievement should not focus solely on time management training. A more holistic approach is needed, addressing factors such as student motivation, well-being, and access to institutional resources.

#### ***Discuss the Limitations***

This study is limited by its small sample size ( $n = 39$ ), reliance on self-reported questionnaires, and single-institution setting. These factors may reduce the generalizability of the findings.

#### ***Suggest Future Research***

Future studies should involve larger and more diverse samples, adopt longitudinal designs, and consider additional variables such as psychological traits, stress levels, and institutional factors.

#### ***Conclusion***

This study explored the relationship between time management and academic achievement among university students and found no statistically significant correlation between the two variables ( $p = 0.817$ ). While previous research often emphasizes the importance of time management in enhancing academic outcomes, the present findings suggest that time management alone may not directly influence academic performance in all contexts. Various individual, institutional, and contextual factors may mediate or moderate this relationship, highlighting the complexity of student achievement. Therefore, while time management remains a valuable personal skill, educational interventions should adopt a more holistic approach that also addresses other critical elements such as motivation, mental health, learning strategies, and support systems to foster student success more effectively.

### **Acknowledgement**

The authors would like to express gratitude to the students who participated in this study and to UIN Jakarta for providing the necessary support during data collection.

### **Author Contribution**

All authors contributed equally to the conception, design, data collection, analysis, and writing of the manuscript.

### **Conflict of Interest**

The authors declare no conflict of interest regarding the publication of this study.

### **Ethical Clearance**

This research obtained ethical clearance from the institutional ethics committee of STIKes Muhammadiyah Ciamis. Participation was voluntary, and informed consent was obtained from all respondents.

### **Funding**

This study did not receive any external funding and was self-financed by the researchers.

### **References**

- Dewi N K. Decision Support System to Determine the Right Department in Higher Education Based on the Interests and Talents of Prospective Students by Applying the AHP Method[J]. *International Journal of Educational Research & Social Sciences*, 2021, 2(1).
- Ngo H T, Niem L D, Tran P C, Nguyen T T, Doan D T, Ngo H T. Factors affecting academic staff development in the context of university autonomy through the lens of stakeholders: a case study from Tay Nguyen University, Vietnam[J]. *Journal of Applied Research in Higher Education*, 2023, 15(2).
- Wolters C A, Brady A C. College Students' Time Management: a Self-Regulated Learning Perspective[J]. *Educational Psychology Review*, 2021, 33(4).
- Kumar S. Defining And Measuring Academic Performance of Hei Students-A Critical Review[R]. , 2021, 3091(6).
- Streifer A C, Palmer M S. Is Specifications Grading Right for Me?: A Readiness Assessment to Help Instructors Decide[J]. *College Teaching*, 2023, 71(4).
- Munir J, Faiza M, Jamal B, Daud S, Iqbal K. The Impact of Socio-economic Status on Academic Achievement[J]. *Journal of Social Sciences Review*, 2023, 3(2).
- Opintan J A. Leveraging donor support to develop a national antimicrobial resistance policy and action plan: Ghana's success story[J]. *African Journal of Laboratory Medicine*, 2018, 7(2).
- Mascia M L, Agus M, Cabras C, Bellini D, Renati R, Penna M P. Present and Future Undergraduate Students' Well-Being: Role of Time Perspective, Self-Efficacy, Self-Regulation and Intention to Drop-Out[J]. *Education Sciences*, 2023, 13(2).
- Al-khresheh M H, Alkursheh T O. An integrated model exploring the relationship between self-efficacy, technology integration via Blackboard, English proficiency, and Saudi EFL students' academic achievement[J]. *Humanities and Social Sciences Communications*, 2024, 11(1).



- Asefer A, Abidin Z. Soft Skills and Graduates' Employability in the 21st Century from Employers' Perspectives: A Review of Literature[J]. *International Journal of Infrastructure Research and Management*, 2021, 9(2).
- Adesola C O, Dorcas A O, Oluwagbohunmi A, Chidozie E M, Clara F, Olufemi O O, Ruth I O, Francis A F, Aderonke O A, Udemé A, Okafor C J, Asibong I, Ayi E, Omoronyia O, Udofia O, Akodu A K, Akinbo S R, Young Q O, Aroyewun T F, Osinowo H, Babarinde E T, Babarinde O, Dike V, Akodu A K, Adenekan Y A, Zibiri R A, Enwereuzor I K, Ugwu L I, Ugwu D I, Al O B I, MO O, BO O, Balogun F M, Olatunde O E, Emeka U J, Nyeche O S, Mohammed A I, Abdulwasiiu A, Obi I, Okore N E, Baro E, Offor C C, Idahosa M E, Adiele I, Olatokun W, 2011 W A J OF E, Okika C C, Nwakasi G I, Onuh-musa F O, Akpunne B C, Akinawo O E, Chukwuere J E, Mbukanma I, Enwereji P C, Amole T, Agoyi O, Tsiga-Ahmed F, Simon G I, Afe T, Ogunsemi O, Osalusi B, Adeleye O, Ale A, Sim T, Gentile D A, Bricolo F, Serpelloni G, Gulamoydeen F, Akintunde O A, Ayodeji I O, Ayandele O, Popoola O A, Obosi A, Busari A O, Lavender R, Rabi H, Muhammed A I, Umaru Y, Ahmed H T, V S, B R, Lin C Y, Potenza M N, Broström A, Pakpour A H, McCarty MOJAYE E, Okwuchukwu G, Faith C, Aloba O O, Adewuya A O, Ola B A B A, Mapayi B M, Choi K S, Lee S S, Lee J R, Taylor M, Casey C, Gorman C, et al. Violent Videogame Screen Time of Children: Assessing Parental Awareness, Effects Observation and Exposure Moderation in Awka Urban, Nigeria[J]. *International Journal of Mental Health and Addiction*, 2020, 2(1).
- Sato S N, Condes Moreno E, Rubio-Zarapuz A, Dalamitros A A, Yañez-Sepulveda R, Tornero-Aguilera J F, Clemente-Suárez V J. Navigating the New Normal: Adapting Online and Distance Learning in the Post-Pandemic Era[J]. *Education Sciences*, 2024, 14(1).
- Aeon B, Faber A, Panaccio A. Does time management work? A meta-analysis[J]. *PLoS ONE*, 2021, 16(1 January).
- Alhasani M, Orji R. Promoting Stress Management among Students in Higher Education: Evaluating the Effectiveness of a Persuasive Time Management Mobile App[J]. *International Journal of Human-Computer Interaction*, 2024.
- Naidoo P, Oosthuizen M. Self-compassion as a Mechanism to Facilitate the Adjustment of first-year Students to University Environments[J]. *International Journal of Applied Positive Psychology*, 2024, 9(1).
- Koohang A, Nord J H, Ooi K B, Tan G W H, Al-Emran M, Aw E C X, Baabdullah A M, Buhalis D, Cham T H, Dennis C, Dutot V, Dwivedi Y K, Hughes L, Mogaji E, Pandey N, Phau I, Raman R, Sharma A, Sigala M, Ueno A, Wong L W. Shaping the Metaverse into Reality: A Holistic Multidisciplinary Understanding of Opportunities, Challenges, and Avenues for Future Investigation[J]. *Journal of Computer Information Systems*, 2023, 63(3).
- Joshi S C, Woodward J, Woltering S. Cell phone use distracts young adults from academic work with limited benefit to self-regulatory behavior[J]. *Current Psychology*, 2023, 42(31).
- Yener S, Arslan A, Kiliç S. The moderating roles of technological self-efficacy and time management in the technostress and employee performance relationship through burnout[J]. *Information Technology and People*, 2021, 34(7).
- Basu R, Lim W M, Kumar A, Kumar S. Marketing analytics: The bridge between customer psychology and marketing decision-making[J]. *Psychology and Marketing*, 2023, 40(12).
- Tao S, Jing Y. More sense of self-discipline, less procrastination: the mediation of autonomous motivation[J]. *Frontiers in Psychology*, 2023, 14.

- Zhao H, Li Y, Wan L, Li K. Grit and Academic Self-Efficacy as Serial Mediation in the Relationship Between Growth Mindset and Academic Delay of Gratification: A Cross-Sectional Study[J]. *Psychology Research and Behavior Management*, 2023, 16.
- Hooda M, Rana C, Dahiya O, Rizwan A, Hossain M S. Artificial Intelligence for Assessment and Feedback to Enhance Student Success in Higher Education[J]. *Mathematical Problems in Engineering*, 2022, 2022.
- Franzen J, Jermann F, Ghisletta P, Rudaz S, Bondolfi G, Tran N T. Psychological distress and well-being among students of health disciplines: The importance of academic satisfaction[J]. *International Journal of Environmental Research and Public Health*, 2021, 18(4).
- Bladek M. Student well-being matters: Academic library support for the whole student[J]. *Journal of Academic Librarianship*, 2021, 47(3).
- Maiya A K, Aithal P S. A Review based Research Topic Identification on How to Improve the Quality Services of Higher Education Institutions in Academic, Administrative, and Research Areas[J]. *International Journal of Management, Technology, and Social Sciences*, 2023.
- Varajão J, Magalhães L, Freitas L, Rocha P. Success Management – From theory to practice[J]. *International Journal of Project Management*, 2022, 40(5).
- Cohen W R, Friedman E A. Elsevier Inc., 2023. The latent phase of labor[J]. *American Journal of Obstetrics and Gynecology*, 2023, 228(5): S1017–S1024.
- Tan H SEN, Agarthesh T, Tan C W, Sultana R, Chen H Y, Chua T E, Sng B L. Nature Research, 2021. Perceived stress during labor and its association with depressive symptomatology, anxiety, and pain catastrophizing[J]. *Scientific Reports*, 2021, 11(1).
- The A T, Sari T, Ballroom G, Chulan R, Lumpur K, Herdiana, Yetkiner Özel Z E, Özel S, Mitchell R M, Kensler L, Tschannen-Moran M, Jules V, Kutnick P, Wayne A J, Youngs P, Caponera E, Losito B. Embargo Please check against delivery[J]. *International Journal of Leadership in Education*, 2013, 21(1).
- Aldhahi M I, Alqahtani A S, Baattaiah B A, Al-Mohammed H I. Exploring the relationship between students' learning satisfaction and self-efficacy during the emergency transition to remote learning amid the coronavirus pandemic: A cross-sectional study[J]. *Education and Information Technologies*, 2022, 27(1).
- Tyre A D, Feuerborn L L. Ten Common Misses in PBIS Implementation[J]. *Beyond Behavior*, 2021, 30(1).
- Lira B, O'Brien J M, Peña P A, Galla B M, D'Mello S, Yeager D S, Defnet A, Kautz T, Munkacsy K, Duckworth A L. Large studies reveal how reference bias limits policy applications of self-report measures[J]. *Scientific Reports*, 2022, 12(1).
- Horwitz I M. Religion and Academic Achievement: A Research Review Spanning Secondary School and Higher Education[J]. *Review of Religious Research*, 2021, 63(1).
- Lee M, Ryoo J H, Walker A. School principals' time use for interaction with individual students: Macro contexts, organizational conditions, and student outcomes[J]. *American Journal of Education*, 2021, 127(2).
- Lakens D. Sample Size Justification[J]. *Collabra: Psychology*, 2022, 8(1).

- Sommet N, Weissman D L, Cheutin N, Elliot A J. How Many Participants Do I Need to Test an Interaction? Conducting an Appropriate Power Analysis and Achieving Sufficient Power to Detect an Interaction[J]. *Advances in Methods and Practices in Psychological Science*, 2023, 6(3).
- El Said G R. How Did the COVID-19 Pandemic Affect Higher Education Learning Experience? An Empirical Investigation of Learners' Academic Performance at a University in a Developing Country[J]. *Advances in Human-Computer Interaction*, 2021, 2021.
- Mirawati, Amka. Pendidikan Anak ADHD (Attention Deficit Hyperactivity Disorder)[M]. *Revista Brasileira de Linguística Aplicada*, 2019, 5(1).