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# Time Management and Self-Motivation Skills for Academic Success in Students: A Comprehensive Review

**Anjali Jana** [1]

[1] Research Scholar, Department of Education, YBN University, Ranchi, Jharkhand, India.

**Dr. Anil Kumar Yadav** [2]

[2] Associate Professor, Department of Education, YBN University, Ranchi, Jharkhand, India.

**ABSTRACT**

Time management and self-motivation are vital skills for academic success and personal growth in higher education. This study explores the internal and external factors influencing students' ability to manage time effectively and maintain motivation. Internal factors include personality traits, goal-setting, intrinsic motivation, and emotional well-being, while external factors encompass academic workload, social pressures, support systems, and resource availability. Techniques such as prioritization, scheduling, breaking tasks into manageable parts, and fostering a growth mindset are essential for enhancing these skills. The research highlights the importance of addressing both psychological and practical aspects, tailoring interventions to diverse student backgrounds and needs. Developing strong time management and self-motivation capabilities enables students to balance academic demands with personal responsibilities, reduces stress, and promotes lifelong learning. Educational institutions play a crucial role in providing resources and supportive environments to nurture these competencies, ultimately contributing to students' academic achievement, resilience, and professional readiness.

**Keywords:** *Time Management, Self-Motivation, Academic Success, Higher Education.*

## 1. INTRODUCTION

Time management and self-motivation are critical components for academic success, especially for students in higher education who face numerous demands on their time and attention. The ability to effectively manage time not only impacts a student's academic performance but also influences their personal growth and overall well-being. Various factors affect how students allocate their time and develop the discipline required to stay motivated in the face of academic challenges. These factors include internal elements such as individual personality traits, goal-setting capabilities, self-discipline, and the level of intrinsic motivation, as well as external influences like the academic

IJAMSR

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environment, social pressures, availability of resources, and support systems. Furthermore, the techniques students employ to enhance their time management skills and build self-motivation are equally significant. Techniques such as prioritization, scheduling, breaking down tasks into manageable parts, using reminders and planners, and adopting effective study habits all contribute to better time utilization. Additionally, fostering self-motivation involves strategies like setting clear, achievable goals, positive reinforcement, self-reflection, and cultivating a growth mindset [1]. The interplay between these factors and techniques shapes a student's ability to maintain focus, manage stress, and achieve desired educational outcomes. In higher education, where the volume of work and the complexity of subjects increase substantially, students often struggle to balance academic responsibilities with personal life, part-time jobs, and social activities. This makes understanding the factors affecting time management and the methods to develop self-motivation imperative for educators, policymakers, and students themselves. A comprehensive approach that addresses both the psychological and practical aspects of time management and motivation can empower students to take control of their learning process, enhance productivity, and foster lifelong skills essential beyond academia. Recognizing the diversity in student backgrounds, learning styles, and external commitments is also vital in tailoring effective interventions. Thus, exploring the factors that influence time management and the techniques that promote self-motivation not only contributes to academic success but also supports holistic development, resilience, and adaptability in higher education students [2-4].

### 1.1 Importance of Time Management and Self-Motivation

Time management and self-motivation are fundamental skills that play a crucial role in the academic success and personal development of students, particularly in higher education where demands on time and effort are significantly greater. Effective time management allows students to organize their tasks, prioritize responsibilities, and allocate sufficient time to study, assignments, and extracurricular activities, which in turn enhances their productivity and reduces stress. When students manage their time well, they are better equipped to meet deadlines, prepare thoroughly for exams, and engage deeply with learning materials, leading to improved academic performance. Moreover, good time management fosters a sense of control and confidence, which positively impacts students' mental health and overall well-being. Alongside this, self-motivation serves as the internal drive that encourages students to initiate and sustain efforts toward their academic goals, even in the face of challenges and distractions [5]. Students who are self-motivated tend to be more resilient, focused, and proactive, qualities that are essential for navigating the complexities of higher education. Self-motivation also promotes lifelong learning attitudes, enabling students to seek knowledge beyond mandatory coursework and develop critical thinking and problem-solving skills. Together, time management and self-motivation create a synergistic effect: effective time management supports the practical execution of tasks, while self-motivation fuels the persistence and enthusiasm required to maintain consistent effort over time. The importance of these skills extends beyond academics, influencing students' ability to balance personal responsibilities, social life, and, often, part-time work. Developing strong time management and self-motivation not only leads to immediate academic success but also prepares students for future professional environments, where self-

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

regulation, discipline, and initiative are highly valued. Ultimately, fostering these skills in higher education students is essential for their holistic growth, helping them become independent, competent, and adaptable individuals capable of meeting both current and future challenges effectively [6].

### 1.2 Factors Affecting Time Management and Motivation

**Internal Factors Affecting Time Management and Motivation:** A student's personal characteristics significantly influence their ability to manage time effectively and stay motivated. Key internal factors include personality traits such as conscientiousness, self-discipline, and emotional stability. For example, students who exhibit high levels of self-discipline tend to plan their activities carefully, resist distractions, and persist through difficult tasks, which enhances both time management and motivation. Goal-setting ability is another crucial internal factor; students who set clear, specific, and achievable goals are more likely to stay focused and motivated to complete tasks on time. Intrinsic motivation, or the internal desire to learn and succeed for personal satisfaction, plays a major role in driving sustained effort and engagement with academic work. Conversely, a lack of motivation can lead to procrastination, poor time allocation, and subpar academic outcomes. Additionally, students' beliefs about their own capabilities—known as self-efficacy—affect their motivation and time management. Those with high self-efficacy feel more confident in their ability to handle academic challenges, which encourages proactive time management and greater persistence. Internal emotional factors, such as stress, anxiety, or burnout, can also negatively impact students' ability to manage time and maintain motivation, reducing their overall productivity and well-being [7].

**External Factors Influencing Time Management and Motivation:** External environmental and social factors play a significant role in shaping students' time management practices and motivation levels. The academic environment, including the structure of courses, clarity of expectations, and workload, can either support or hinder effective time management. For instance, poorly structured schedules or overwhelming workloads can increase stress and make it harder for students to allocate time efficiently. Social pressures, including family expectations, peer influence, and social commitments, also affect students' priorities and motivation. Support systems such as mentors, academic advisors, and peer groups provide encouragement and guidance, which can enhance motivation and help students develop better time management habits. Access to resources, including study materials, technology, and a conducive learning environment, is critical in facilitating productive study sessions. Distractions from digital devices or a noisy environment can negatively impact concentration and time use. Furthermore, cultural values and socioeconomic factors influence students' attitudes toward education and their motivation to invest time and effort. Together, these external factors interact with internal characteristics to determine how effectively a student manages their time and sustains motivation throughout their academic journey [8].

### 1.3 Techniques to Enhance Time Management and Self-Motivation

Enhancing time management and self-motivation requires the use of practical and psychological techniques that help students optimize their productivity and maintain a positive, driven mindset. One of the most effective time management strategies is prioritization, which involves identifying the most important tasks and addressing them first to ensure that critical deadlines and goals are met.

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

Students can use tools such as to-do lists, planners, or digital apps to organize their schedules and break down large projects into smaller, manageable steps, making overwhelming workloads feel more achievable. Scheduling specific blocks of time for study, rest, and leisure helps create a balanced routine that minimizes procrastination and burnout. Additionally, techniques like the Pomodoro Technique, which breaks work into focused intervals followed by short breaks, improve concentration and sustain energy levels. Self-motivation can be nurtured by setting clear, realistic, and personally meaningful goals, which provide direction and a sense of purpose. Positive reinforcement, such as rewarding oneself for completing tasks or milestones, helps maintain enthusiasm and commitment. Self-reflection practices encourage students to regularly assess their progress, identify obstacles, and adjust their strategies accordingly, fostering greater self-awareness and growth. Cultivating a growth mindset—the belief that abilities and intelligence can be developed through effort—also plays a crucial role in sustaining motivation, as it encourages students to view challenges as opportunities to learn rather than insurmountable barriers. Furthermore, maintaining a healthy lifestyle, including adequate sleep, nutrition, and exercise, supports cognitive function and emotional resilience, indirectly enhancing time management and motivation. Building a supportive social network of peers, mentors, and family members can provide encouragement and accountability, making it easier for students to stay focused and motivated. Importantly, students need to develop flexibility in their techniques, adapting their approaches to different subjects, workloads, and personal circumstances. Through integrating these various methods, students not only improve their efficiency in managing time but also strengthen their inner drive, enabling them to navigate the demands of higher education with greater confidence and success [9].

### 1.4 Significance and Broader Implications

The significance of effective time management and self-motivation extends far beyond academic achievement, carrying broader implications for the overall development and future success of students in higher education. Mastering these skills enables students to handle the increasing complexity and volume of academic work, helping them to balance not only their studies but also personal responsibilities, social engagements, and often part-time jobs. This balance is essential for reducing stress and preventing burnout, which can otherwise undermine mental health and academic performance. Moreover, the ability to manage time efficiently and maintain motivation fosters independence and self-regulation, traits that are critical as students transition from structured school environments to the more self-directed nature of higher education and, eventually, the workforce. The development of these skills supports lifelong learning, encouraging students to continuously seek knowledge and adapt to new challenges in their professional and personal lives. Institutions that recognize the importance of these competencies can create more supportive environments by offering resources such as time management workshops, counseling services, and mentorship programs, which help students develop these vital skills. On a societal level, fostering time management and self-motivation contributes to producing graduates who are not only knowledgeable but also disciplined, resilient, and adaptable—qualities essential in today's rapidly changing world. Furthermore, these skills promote equity by enabling students from diverse backgrounds to overcome external challenges and fully engage in their education. The broader implication is that by equipping

IJAMSR

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students with effective time management and self-motivation strategies, higher education systems contribute to building a more competent, confident, and productive generation capable of meeting future demands. Ultimately, these competencies enhance not only academic outcomes but also personal growth, professional readiness, and lifelong success, underscoring their critical role in the holistic development of students within and beyond the academic context [10-13].

### 1.5 Need for a Comprehensive Approach

**Addressing Both Psychological and Practical Aspects of Time Management and Motivation:** A comprehensive approach is essential because effective time management and self-motivation require more than just knowing how to plan or organize tasks. Students face psychological barriers such as procrastination, lack of confidence, anxiety, and fluctuating motivation levels that can undermine even the best schedules. Therefore, it is crucial to incorporate strategies that target these mental and emotional challenges alongside practical tools. For instance, teaching students how to set realistic goals, develop self-awareness, and cultivate resilience can help them better manage stress and maintain consistent motivation. Practical techniques such as prioritization, effective scheduling, and use of planners should be integrated with cognitive-behavioral strategies, mindfulness, and motivational coaching. This dual focus equips students with both the skills and mindset necessary to overcome obstacles, adapt to changing academic demands, and sustain long-term commitment to their studies. Without addressing the psychological dimension, time management efforts risk being superficial and short-lived, reducing their overall effectiveness.

**Tailoring Interventions to Diverse Student Needs and Contexts:** Higher education students come from varied backgrounds, with different learning styles, cultural influences, academic pressures, and external responsibilities such as part-time jobs or family commitments. A one-size-fits-all approach to enhancing time management and self-motivation is unlikely to be effective across such a diverse population. A comprehensive approach involves recognizing these differences and designing flexible, personalized strategies that accommodate individual circumstances. This could include offering workshops, counseling services, peer mentoring, and digital tools that allow students to choose methods that suit their preferences and challenges. Moreover, institutions need to create supportive environments that foster positive social interactions, encourage collaboration, and provide access to resources like academic advisors and mental health professionals. Through addressing both individual and environmental factors, a comprehensive approach ensures that all students, regardless of their unique situations, have the opportunity to develop strong time management and motivation skills, ultimately leading to better academic performance and personal growth [14-15].

## 2. RELATED REVIEWS

**Widodo et al. (2023)** had aimed to analyse how motivation, self-potential, and the socio-economic condition of parents influenced the interest in pursuing higher education among class XI students during the 2022/2023 academic year at Public High School 1 Baturraden. The research had adopted a quantitative approach with a survey method, targeting a population of 358 students. A probability sampling technique, specifically simple random sampling using the Slovin formula, had been applied

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

to select 189 samples. Data collection had relied on questionnaires, while data analysis had employed multiple linear regression. The findings had indicated that motivation positively influenced students' interest in continuing to higher education, self-potential also had a positive effect, and parents' socio-economic conditions similarly exerted a positive influence on the students' aspirations to pursue further studies.

**Mwangi et al. (2023)** had observed that apart from instructional materials and infrastructure, self-motivation had been considered an important factor influencing student performance, noting that while these resources were essential for a conducive learning environment, they alone had not guaranteed academic success. It had been argued that self-motivation was crucial as it enabled students to set goals, develop a growth mindset, and persist through challenges. Motivated students had been found more likely to engage actively in learning, take responsibility for their progress, and seek resources to enhance performance. Consequently, the researchers had felt the need to conduct a study to establish factors affecting student performance in Nyeri County. The study had aimed to determine the relationship between self-esteem and academic performance, anchoring its framework on the Marsh/Shavelson model of self-concept and employing an ex-post facto research design. Targeting students in public secondary schools in Nyeri County, the study had used Krejcie and Morgan's (1970) formula to calculate sample size and purposive sampling to select 25 teacher counselors, totaling 409 respondents. Data had been gathered through questionnaires, interviews, and document analysis. Quantitative data had undergone validation, coding, and tabulation before being analyzed with SPSS, where descriptive statistics had been presented using frequencies and percentages, Pearson's Correlation Coefficient had assessed relationships between self-motivation and academic performance, and regression analysis had tested these relationships. Qualitative data had been transcribed, thematically classified, and arranged for narrative reporting. The study's major findings had revealed a significant positive correlation between self-esteem and academic performance ($r = .800$; $p = .000$), indicating a strong relationship. Accordingly, it had been recommended that teachers and education stakeholders should prioritize student self-concept as it impacted academic outcomes, that schools should promote self-advocacy skills to build confidence, that teachers should understand student backgrounds, and that effective feedback mechanisms should be established to help students compare current performance with goals and past achievements.

**Banafi (2023)** had reported that the nursing profession had required medical English for effective communication within the work environment, and the study had aimed to explore self-motivation, attitudes toward communicative language teaching (CLT), and learning style preferences regarding medical English among Saudi nursing students. The research had included all first-year nursing students enrolled at King Khalid University's Abha and Muhayil female campuses (n=160), using a self-structured online questionnaire with an overall Cronbach's alpha of 0.928 for data collection. Findings had indicated that 76.2% of students had strongly desired to improve their medical English skills, while 82.5% had preferred developing these skills through communicative activities. Over 70% had favored learning medical terminologies with visual aids, mind maps, and puzzles, and 74.2% had found listening to lectures effective for memorization. About 75% had preferred learning medical content through group activities and by teaching it to peers and family. The study had also

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

revealed that self-motivation was moderately and positively associated with attitudes toward CLT and learning style preferences, with students demonstrating high motivation and a positive attitude toward communicative approaches. Moreover, their preference for visual, auditory, and tactile learning styles had been evident, suggesting that Saudi nursing schools should maintain strategies to strengthen medical English skills for better academic and clinical outcomes.

**Estoque Loñez and Errabo (2022)** had described the virtual laboratory as an info-communication system employed by teachers for designing virtual experiments and learning resources, while students had utilized it to acquire knowledge through these experiments. To better understand psychology students' attitudes toward the virtual laboratory, the authors had analyzed self-motivation, self-efficacy, and self-regulation together within the cognitive learning process. Thirty-two undergraduate psychology students enrolled in Human Anatomy General Education reportedly had completed questionnaires assessing these three variables. The study had indicated that the students were intrinsically motivated, engaging in activities for the inherent pleasure and satisfaction, exhibited high self-efficacy in believing in their abilities to plan and execute necessary actions, and demonstrated strong self-regulation by managing their behaviors and emotions effectively. The findings had revealed a significant difference among the levels of motivation, self-efficacy, and self-regulation, further showing a high correlation among motivation and self-regulation, motivation and self-efficacy, and self-efficacy and self-regulation.

**Wogboroma (2022)** had ascertained the extent to which postgraduate business education students in Rivers State had acquired entrepreneurial self-motivation skills for self-sustainability. The study had posed one research question and tested one hypothesis at a 0.05 level of significance, adopting a descriptive survey design. The population had comprised 298 postgraduate business education students drawn from two universities: 44 from Rivers State University and 254 from Ignatius Ajuru University of Education. An instrument titled *Entrepreneurial Self-Motivation Skills Acquisition Questionnaire* (ESSAQ) had been used for data collection, validated by three experts, and tested for reliability using the Cronbach Alpha method, which had yielded an internal consistency score of 0.86. Mean ratings and standard deviations had been employed to answer the research question, while a t-test for large group means had tested the hypothesis. The findings had indicated that the students had acquired a moderate level of entrepreneurial self-motivation skills, and no significant difference had existed between students from the two universities in this regard. It had been concluded that the skills acquired influenced their self-sustainability, leading to recommendations that entrepreneurship centres in Nigerian tertiary institutions should be better equipped to address the theoretical gaps in entrepreneurial programmes, and that business education graduates should be encouraged to sustain entrepreneurial traits by proactively solving problems in their ventures to enhance their chances of success and self-sustainability.

**Chávez-Miyauchi et al. (2021)** had reported that the COVID-19 pandemic had altered the normal course of activities worldwide, and the measures implemented to slow the spread of the disease, along with its impact on health systems, had indicated a change in population dynamics. In education, the traditional paradigm had been completely transformed into a remote environment,

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

posing significant challenges for students, teachers, and educational institutions. The study had described how the faculty of the Chemistry Sciences School at Universidad La Salle México had responded by implementing actions to support students in online courses. Following the term, qualitative and quantitative research had been conducted through an electronic survey to capture students' perceptions of these strategies. Data, analyzed using SPSS® software, had yielded 266 responses, reflecting a 44% response rate. It had been found that 75.6% of students expressed a good or excellent disposition toward virtual sessions, while 48.9% reported successfully adapting to remote learning. Furthermore, 83.5% had recognized teachers' efforts and dedication as excellent or good. The findings had indicated that students developed soft skills, including self-time and learning management as well as improved written, oral, and technological communication. These outcomes had suggested that students perceived notable advantages in the transition to virtual learning, primarily related to self-directed learning management, which might form the basis for designing new strategies valuable not only during contingencies but also in innovating science education programs.

**Shakoor and Yasin (2021)** had designed their study to explore the effects of parents' education on the development of study habits among university students, taking all students at the University of Okara as their population. It was reported that differences in time management, self-motivation, note-taking, and consensus in planning study and self-assessment were observed based on fathers' and mothers' qualifications. The findings further indicated that students' locality had been associated with variations in time management, self-motivation, note-taking, planning study, and consensus in self-assessment. However, on the basis of gender, the researchers had found consensus across all aspects of study habits, including time management, self-motivation, note-taking, planning study, and self-assessment. Overall, the study had concluded that parents' educational background played a positive role in shaping effective study habits among university students.

**Moneva et al. (2020)** had asserted that learning styles had formed the basis of how students learned, identifying visual, auditory, and kinesthetic styles as among the most popular approaches through which learners absorbed information. The researchers had explained that students' motivation was viewed as an internal drive compelling them to accomplish tasks willingly. Employing a univariate Likert scale questionnaire administered to 244 Senior High School students at Jagobiao National High School, the study had gathered data directly from the targeted respondents. It had been reported that most students considered auditory learning—absorbing information through hearing—as the most effective method, followed by visual learning and then kinesthetic learning through action. However, the findings had revealed no statistically significant relationship between students' learning styles and their self-motivation, as the ANOVA results had exceeded the alpha level, leading to a failure to reject the null hypothesis and confirming no significant association between the variables. The study had concluded that while a majority of students preferred listening as their primary mode of learning, self-motivation had not influenced their learning styles, emphasizing the importance of teachers recognizing students' preferred learning strategies to adapt their instructional methods accordingly.

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

**Atma (2019, July)** had conducted a study that aimed to analyze the correlations between self-motivation and time management on academic procrastination among students of public junior high schools in Malang. The research had been designed as correlational explanatory, with a population comprising all public junior high schools in the area and a sample of 455 students selected through cluster random sampling. Data had been collected using an academic procrastination scale and a time management scale, and analyzed by multiple linear regression. The findings had indicated that both self-motivation and time management showed a significant negative effect on academic procrastination, together contributing 40.2%, while time management had demonstrated a stronger negative impact than self-motivation on reducing procrastination.

**Nurwendah and Suyanto (2019)** had aimed to reveal several relationships among psychological factors and academic achievement in biology among high school students, namely the relationships between self-motivation and self-efficacy, self-efficacy and achievement, self-motivation and achievement, as well as the combined influence of self-motivation and self-efficacy on achievement. Their study had adopted a quantitative descriptive approach with a survey method, employing questionnaires to collect data. The research population had consisted of all grade XI natural science students in high schools across Yogyakarta City, while the sample had been selected through a quota sampling technique. For data analysis, the authors had applied linear regression, Pearson correlation coefficients, and multiple regression analyses, determining significance at the 0.05 level.

**Garshasbi et al. (2019)** conducted a quasi-experimental study to examine the effects of cooperative learning (Hamyar) and self-assessment on students' self-motivation and achievement of higher levels of learning. The research involved two groups: one receiving collaborative learning methods (Jigsaw and Hamyar), and the other receiving the same collaborative learning combined with self-assessment, over eight sessions of 90 minutes each. The participants were 54 third-year male high school students from Birjand, divided into three groups (two experimental and one control) selected through convenience sampling. Data were collected using the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich & Groot, alongside a geometry achievement test measuring cognitive levels. Statistical analyses included one-way ANOVA with Tukey post hoc tests for motivation and mixed ANOVA for achievement data. The results suggested that cooperative learning combined with self-assessment significantly enhanced students' self-motivation in geometry and positively influenced both high and low cognitive level learning outcomes, showing notable differences in motivational beliefs between groups.

**Chairat Rais and Ayu Rachmawati (2019)** conducted research aiming to examine the influences of family environment, social environment, self-efficacy, self-motivation, and financial literacy on entrepreneurship intention. The study sought to provide reliable insights into how these factors affected individuals' intentions to engage in entrepreneurial activities. Conducted in Indonesia with a sample of 251 respondents, the research employed Structural Equation Modeling (SEM) techniques using SmartPLS 3.0 to test the proposed theoretical model. The findings indicated that among the variables studied, self-efficacy had the most significant impact on entrepreneurship intention, while financial literacy was found to have the least influence.

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

**Otoo et al. (2018)** were reported to have observed that students tended to perceive mathematics as an abstract subject, leading them to believe that learning it would offer no tangible benefit. This perception was said to shape students' attitudes toward mathematics and negatively impact their interest, potentially causing them to never fully appreciate the subject's inherent beauty. The researchers were described to have employed structural equation modeling (SEM) to examine various factors influencing students' interest, focusing particularly on students' confidence and motivation. It was explained that confidence and motivation were hypothesized to have a direct impact on interest, while mathematics anxiety and students' understanding of mathematics' usefulness were believed to influence interest indirectly, moderated by confidence and motivation. The findings were reported to indicate that students' confidence had a significant direct effect on their interest in mathematics, and a direct relationship was found between confidence and motivation. Additionally, students' knowledge of the usefulness of mathematics was suggested to indirectly enhance their interest in the subject.

**Mendonça et al. (2018)** argued that an engineer's ability derived not only from extensive disciplinary knowledge but also from personal and professional skills developed through individual experience. They emphasized that within enterprises, the focus was on what an individual knew, their contributions, self-perspective, and cultural fit within the organization. The authors noted that the digital age had significantly influenced lifestyles and teaching methods, suggesting that students needed to acquire these skills from the start of their university education. They highlighted the importance of professors guiding students to interpret prior knowledge and explore new integrative paths, emphasizing critical thinking, problem solving, hands-on learning, and learning by doing. The study described active learning (AL) as a tool to foster these skills, noting that AL increased students' motivation and connected engineering education with real-world work. Through AL, students engaged directly with engineering experiments, and the authors presented results from applying AL in math courses within engineering bachelor programs.

**MF et al. (2018)** were reported to have held that higher education prepares students with the academic and professional abilities to improve quality. Their study aimed to analyze the effects of family socioeconomic status and future orientation on students' interest in continuing to college, mediated by self-motivation. They were said to have used a survey research design with a cross-sectional approach, sampling 372 students from a population of 5,247 through proportional cluster random sampling. Data were collected via questionnaires and analyzed using path and Sobel tests. The results were indicated to show a direct effect of family socioeconomic status on college interest at 9.5%, with a total mediated effect through self-motivation of 12.3%. Future orientation was reported to have a direct effect of 10% and a total mediated effect of 25.8% on college interest. It was concluded that the total effects exceeding direct effects suggested mediation by self-motivation between both family socioeconomic status and future orientation on students' interest in pursuing college education.

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

## 3. FINDINGS FROM EXISTING REVIEWS

| Author(s) & Year | Methodology | Objective | Findings |
|---|---|---|---|
| Widodo et al. (2023) | Quantitative survey; simple random sampling (n=189); multiple linear regression | Analyze influence of motivation, self-potential, and parents' socio-economic condition on students' interest in higher education | Motivation, self-potential, and parents' socio-economic conditions positively influenced students' interest in pursuing higher education. |
| Mwangi et al. (2023) | Ex-post facto design; purposive sampling; questionnaires, interviews, document analysis (n=409); SPSS analysis (correlation, regression) | Determine relationship between self-esteem and academic performance | Significant positive correlation between self-esteem and academic performance (r=.800, p=.000). Recommendations to prioritize student self-concept, promote self-advocacy, understand backgrounds, and provide effective feedback. |
| Banafi (2023) | Quantitative; online questionnaire (n=160); Cronbach's alpha = 0.928 | Explore self-motivation, attitudes toward communicative language teaching (CLT), and learning style preferences in Saudi nursing students | High self-motivation positively associated with attitudes toward CLT and preferred learning styles (visual, auditory, tactile). Majority favored communicative activities, visual aids, group work for medical English learning. |
| Estoque Loñez & Errabo (2022) | Quantitative; questionnaires on self-motivation, self-efficacy, self-regulation (n=32) | Analyze psychology students' attitudes toward virtual laboratory and cognitive learning variables | Students showed intrinsic motivation, high self-efficacy, and strong self-regulation. Significant positive correlations among motivation, self-efficacy, and self-regulation were found. |
| Wogboroma (2022) | Descriptive survey; ESSAQ questionnaire; t-test; sample of 298 postgraduate business students | Assess acquisition of entrepreneurial self-motivation skills and influence on self-sustainability | Students acquired moderate entrepreneurial self-motivation skills; no significant difference between universities. Skills positively influenced self-sustainability. Recommendations for better-equipped entrepreneurship centers and proactive graduate engagement. |
| Chávez-Miyauchi et al. (2021) | Mixed methods; electronic survey; SPSS analysis (n=266) | Examine students' perceptions of virtual learning support and effects during COVID-19 | Majority showed positive disposition toward virtual learning and adaptation. Developed soft skills including self-time management, learning management, and communication. Virtual learning perceived to improve self-directed learning and communication skills. |

IJAMSR

**International Journal of Advanced Multidisciplinary Scientific Research (IJAMSR) ISSN:2581-4281**

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|---|---|---|---|
| Shakoor & Yasin (2021) | Quantitative; population study; analysis of parents' education effects on study habits | Explore effects of parents' education on study habits (time management, self-motivation, etc.) | Parents' educational background positively influenced effective study habits. Differences found based on locality but not gender. |
| Moneva et al. (2020) | Quantitative; Likert-scale questionnaire; n=244 | Investigate relationship between learning styles and self-motivation | Most students preferred auditory learning; no significant relationship between learning styles and self-motivation found. Emphasis on recognizing learning preferences for instructional adaptation. |
| Atma (2019) | Correlational explanatory; cluster random sampling (n=455); multiple linear regression | Analyze correlation of self-motivation and time management with academic procrastination | Both self-motivation and time management negatively correlated with procrastination; time management had stronger effect. Together explained 40.2% variance in procrastination. |
| Nurwendah & Suyanto (2019) | Quantitative descriptive; survey; quota sampling; linear regression, Pearson correlation | Examine relationships among self-motivation, self-efficacy, and academic achievement in biology | Positive significant relationships among self-motivation, self-efficacy, and academic achievement. Combined influence of motivation and efficacy on achievement confirmed. |
| Garshasbi et al. (2019) | Quasi-experimental; convenience sampling (n=54); collaborative learning and self-assessment; ANOVA | Examine effects of cooperative learning and self-assessment on self-motivation and achievement | Cooperative learning combined with self-assessment significantly improved self-motivation and learning outcomes at both high and low cognitive levels. |
| Chairat Rais & Ayu Rachmawati (2019) | Quantitative; SEM using SmartPLS; sample of 251 respondents | Examine effects of family/social environment, self-efficacy, self-motivation, financial literacy on entrepreneurship intention | Self-efficacy had strongest positive impact on entrepreneurship intention; financial literacy had least influence. |
| Otoo et al. (2018) | Quantitative; SEM analysis | Examine factors influencing students' interest in mathematics | Students' confidence had direct positive effect on interest; motivation related to confidence; usefulness knowledge indirectly increased interest. |
| Mendonça et al. (2018) | Qualitative case study; application of active learning in engineering courses | Explore impact of active learning on motivation and skill development in engineering education | Active learning increased motivation, critical thinking, and practical skills, connecting academic content to real-world engineering work. |
| MF et al. (2018) | Quantitative survey; proportional cluster random sampling (n=372); path and Sobel tests | Analyze effects of family socioeconomic status and future orientation on college interest mediated by self-motivation | Family socioeconomic status and future orientation had direct and indirect (mediated by self-motivation) positive effects on college interest. Self-motivation mediated 12.3% and 25.8% effects respectively, indicating its important role in college aspirations. |

IJAMSR

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## 4. FINDINGS

### Critical Role of Time Management and Self-Motivation

- Both are essential for academic success and personal well-being in higher education.
- Effective time management improves academic performance, reduces stress, and enhances productivity.
- Self-motivation drives sustained effort, resilience, and proactive learning beyond coursework.

### Factors Affecting Time Management and Motivation

- Internal Factors: Personality traits (e.g., self-discipline, conscientiousness), goal-setting ability, intrinsic motivation, self-efficacy, and emotional states (stress, anxiety).
- External Factors: Academic environment (course structure, workload), social pressures (family, peers), support systems (mentors, advisors), resource availability, and cultural/socioeconomic influences.

### Techniques to Enhance Skills

- Prioritization, scheduling, breaking tasks into manageable parts, and use of planners or digital tools improve time management.
- Nurturing self-motivation involves setting meaningful goals, positive reinforcement, self-reflection, and cultivating a growth mindset.
- Maintaining healthy lifestyle habits and building supportive social networks also bolster these skills.
- Flexibility in adapting techniques to personal contexts is crucial.

### Broader Significance

- These skills help students balance academics with personal life and work, reducing burnout and supporting mental health.
- They foster independence, self-regulation, and lifelong learning attitudes essential for career and personal success.
- Institutions can support development through targeted resources like workshops, counseling, and mentorship.
- Time management and motivation contribute to equity by helping diverse students overcome challenges.

### Need for a Comprehensive Approach

- Psychological aspects (e.g., procrastination, anxiety) must be addressed alongside practical strategies.
- Interventions should be tailored to diverse student needs, backgrounds, learning styles, and external commitments.
- A dual focus on mindset and skills enhances effectiveness and sustainability of outcomes [16].

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## 5. CONCLUSION

The interplay of internal and external factors influences how higher education students manage time and cultivate self-motivation, which in turn critically impacts their academic success and holistic development. Employing practical techniques alongside psychological support fosters stronger discipline, resilience, and adaptive learning behaviors. Institutions must adopt comprehensive, flexible strategies that consider student diversity to empower learners in navigating academic challenges effectively. Ultimately, mastering time management and self-motivation equips students not only for immediate educational goals but also for lifelong personal and professional growth in an ever-evolving world.

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