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# Academic self-management: Prevalence and barriers from the perspective of university students

**Saleh Elayan Ahmad Daradkeh[1+]**
**Mousa Jawasreh[2]**
**Morsi Mustafa Abu Salih[3]**
**Khalid Yousif Abdelrahman Alshagran[4]**
**Mohammad Alsadi[5]**

[1]*Faculty of Educational Sciences, Psychological and Family Counseling, Department, Ajloun National University, Ajloun, Jordan.*
*Email: saleh.daradkeh@anu.edu.jo*
[2]*Social Sciences Department, Qatar University, Qatar.*
*Email: M.jawasreh@qu.edu.qa*
[3]*Al-Quds University, Palestine.*
*Email: Msalih@staff.alquds.edu*
[4]*Ajloun National University, Ajloun, Jordan.*
*Email: K.Shagran@anu.edu.jo*
[5]*Department of Educational Administration, Ajloun National University, Ajloun, Jordan.*
*Email: M.alsadi@anu.edu.jo*


*(+ Corresponding author)*

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## ABSTRACT

The study determines the level of university students' possession of academic self-management based on certain variables to identify specific obstacles. This study employs a descriptive analytical methodology to investigate the level of academic self-management among undergraduate students focusing on specific variables. The sample consisted of 237 male and female students. The findings showed that the overall level of academic self-management was medium while the dimensions of academic self-management and asking for help were high. There were also differences due to the gender effect favoring male students, differences favoring third- and fourth- year students, and no differences due to the type of college. Additionally, there were statistically significant differences due to the level of academic self-management on the dimensions of goal-setting and planning, asking for help, controlling academic self-management, and knowledge use strategies supporting high achievers. The results of the barriers analysis revealed that 70.3% of the students' answers related to the level of time management skills, 60.4% related to the inability to plan, 65.9% related to not having the appropriate study method, 61.1% related to too many meals, 58.7% related to the difficulty of the subject, 55.6% related to family issues, 53.2% related to peers and 50.4% related to social relations. The study recommends holding courses and training programmes for university students to enhance students' knowledge of aspects of academic self-regulation.

**Contribution/Originality:** This study specifically focuses on the possession of academic self-management in light of some variables among university students in Jordan. This study adopts an innovative approach that combines rigorous quantitative techniques and a focused survey methodology of academic self-management to uncover within the growing education sector.

## 1. INTRODUCTION

Recent years have witnessed tremendous developments in various fields of life which affected the academic aspect as students lose the process of academic self-management in such a way that the learner loses part of their general life and thus it was difficult for them to develop and interact with the academic environment, which created

great academic issues, the most important of which is the low level of academic achievement. There are many difficulties that students face without knowing what to do about them, such as time management, choosing effective learning strategies, and note-taking (Zimmerman, Bonner, & Kovach, 1996). Academic self-management is the way in which individuals use internal and external cues to determine when to begin and end goal-directed behaviours (Kamilah et al., 2023). The limitations of academic self-management behaviours are the use of cognitive strategy and monitoring important aspects of learning that lead to task avoidance (Pintrich, 2004). Garland, Boettiger, and Howard (2011) and Zimmerman (2000) define academic self-management as an organized mental process in which students are more aware of thoughts, feelings and actions that are planned to achieve personal goals and the ability to engage in self-regulated learning in the academic domain. Larasati and Jatiningrum (2021) define it as an active and constructive process in which learners set goals for their learning and then try to evaluate them. Individuals who possess academic self-management are proactive in the learning process. They set and plan goals, use effective learning strategies, monitor and evaluate their performance and adjust their strategies and have a higher level of competence, goal orientation and mastery. Palmer et al. (2021) refer to academic self-management as consisting of self-evaluation, self-education, self-assessment, and self-planning, which includes the process of goal-setting, planning, self-beliefs, and outcome expectations.

Academic self-management in academia encompasses four dimensions, namely, cognition which relates to the various mental processes of individuals that involve cognitive and metacognitive learning processes and strategies such as strategizing and academic self-management. Secondly, motivation represents an important goal for students, such as self-talk about the importance or usefulness of the material they are learning and making learning activities more enjoyable (Swain, Lennox Thompson, Gallagher, Paddison, & Mercer, 2020). Third, students' academic self-management and behaviour as part of the learning process, such as the time management strategies that students use when and where they study. Fourth, academic self-management and controlling the environment, including study locations and seeking help from parents or peers (Pintrich, 2004). Academic self-management skills are associated with academic procrastination and poor defensive behaviours as procrastinators lack academic self-management cognition and motivation and have low ability to plan, monitor and evaluate (Rayne & Sperling, 2015) and academic self-management skills have a relationship and a mediating role between burnout and academic achievement (Palmer et al., 2021).

Dugan and Andrade (2011) suggest that academic self-management is a combination of six factors, including intrinsic motivation, extrinsic motivation, self-recognition, self-control, communication and self-efficacy, and academic self-management. Sevari and Arabzadeh (2013) suggest that academic self-management includes memory strategies, goal setting, self-assessment, self-evaluation, help-seeking, accountability, and academic self-management. Magno (2011) argues that academic self-management includes seven factors, namely memory strategies, goal setting, self-evaluation, self-assessment, help-seeking, environment, learning responsibility, planning, and academic self-management.

The previous literature refers to academic self-management by presenting its definitions, dimensions and stages in the academic field in addition to its association with some variables and addressing the issues that students face in academic self-management. Through academic self-management, researchers believe that academic self-management is an important topic in the academic field for students in every educational task as it increases the level of efficiency in choosing goals, applying appropriate strategies, and motivation for self-discipline, task completion, and evaluation of the quality of performance.

### *1.1. Studies that Examined Academic Self-Management*

The study of Al-Haidari (2023) indicated the nature of the relationship between GPA and academic self-management among students of Riyadh Teachers College. The study sample consisted of 200 students. The results of the study showed that there is a relationship between academic achievement and academic self-management as

well as differences between high- and low-achieving students. The results of the study showed that there is a statistically significant relationship between academic achievement and academic self-management as well as statistically significant differences between high and low achievers as a whole and their dimensions in favour of high achievers. The results also indicated that academic self-management contributed 46% of the GPA. The respondents of the study were 480 management undergraduates in the selected state universities in Sri Lanka. The results of the study revealed that there is a positive impact of strategic self-management practices on academic success with the moderating effects of self-leadership and time management practices. Ebadi and Shakoorzadeh (2022) aimed to investigate the prevalence of academic procrastination and its relationship with academic self-management and motivation in the city of Tehran. The study sample consisted of 624 male and female students. The results showed that males are lower than females in task preparation and academic self-management and motivation are predictors of academic procrastination. Wanjohi, Mwebi, and Nyang'ara (2021) conducted a study that aimed to find out the effect of academic self-management on academic performance among university students in Kenya. The study sample consisted of 348 male and female students. In an intermediate level of self-management, there is a relationship between the improvement in academic performance and the level of academic self-management. Momani and Khazaali (2020) conducted a study that aimed to identify the level of academic self-management in a sample of university students to reveal the predictive power of academic self-management on their academic achievement. The study sample consisted of 213 male and female students from Jadara University in Jordan. The results of the study indicated that students possess a moderate degree of academic self-management. There are statistically significant differences in the level of academic self-management on the scale as a whole and the two domains, goal setting, and self-control due to gender in favour of females. There are no statistically significant differences in students' scores on the two domains. The results of the study indicated that there are two areas of academic self-management that predict students' academic achievement, namely, goal setting and self-reaction. The percentage of variance explained by them in academic achievement amounted to 19% . Shaine (2015) dealt with revealing the impact of academic self-management strategies and self-efficacy on academic achievement, and the study sample consisted of 169 male and female students. The results of the study indicated that there is no statistically significant difference in academic self-management due to gender. The results of the study indicated that there is a statistically significant and positive relationship between academic self-management strategies and academic achievement. Academic self-management strategies did not predict students' academic achievement. Duru, Duru, and Balkıs (2014) aimed to identify the relationship between burnout, academic achievement and academic self-management among university students in Turkey. The study sample consisted of 383 male and female students. The results showed that achievement was negatively related to academic burnout and positively related to academic self-management. Therefore, academic self-management skills have a mediating role between burnout and academic achievement. Akhtar and Mahmood (2013) aimed to develop a scale of academic self-management among a sample of university students. The study sample consisted of 237 male and female students. The results showed that there are five main dimensions of academic self-management, namely, self-planning, self-monitoring, self-education, self-evaluation, and self-reaction. The study by Mahmoud and Al-Jalali (2013) dealt with the relationship between academic self-management and exam anxiety in a sample of university students and to detect gender differences in the dimensions of academic self-management. The study sample consisted of 287 male and female students. The results showed that there is a statistically significant relationship between academic self-management and test anxiety. At the same time, there are no gender differences in the dimensions of academic self-management except for the dimension of responsibility for learning and control over the learning environment. The study revealed that the dimensions of academic self-management, responsibility and clarity of goals are predictors of test anxiety.

After reviewing the previous studies, the researchers included the topic of academic self-management among a sample of school and university students. Some of these studies dealt with academic self-management in light of

variables, such as gender, level of academic achievement and its association with some variables, such as academic procrastination, exam anxiety, and study style. The current study was distinguished because of academic self-management among university students in terms of its level of prevalence and its relationship with academic achievement and identifying the obstacles to academic self-management among university students. Within the knowledge of researchers, it is considered one of the first Arab studies.

### *1.2. Study Problems and Questions*

Many undergraduate students suffer from general disadvantages in academic achievement due to many circumstances, and academic self-management is essential for academic success and academic excellence because it is closely linked to personal and academic achievement; it affects not only performance but also all other fundamental aspects of students' academic careers. Such as consistency and perseverance in general, developing academic self-management by training a student on their strategy makes them more independent and more efficient, making academic self-management achievable. Within the limits of researchers' science, this study is seen as one of the first Arab studies to address the management of the academic self and its role in academic achievement and the obstacles that disrupt the management of the academic self. The current study reveals the level of ownership of the components of academic self-management by students of the National University of Ajaloun in Jordan whether they differ by sex, level of education, level of achievement and type of college as well as to identify the obstacles to academic self-management from the students' perspective. This is why the current study was conducted in an attempt to answer the following questions:

1. What is the level of academic self-management among students of Ajloun National University?
2. Are there statistically significant differences at the indicative level ($\alpha = 0.05$) in the average responses of study sample members to the level of academic self-management depending on gender, college type and school year?
3. Are there differences in the level of academic self-management attributable to academic achievement (high and low)?
4. What are the obstacles to academic self-management among study samples from their perspective?

### *1.3. The Importance of the Study*

The theoretical significance of the current study lies in the role that academic self-management strategies play in student education, academic success, and the enhancement of their performance levels. The study aims to evaluate students' success and excellence through the level of their academic self-management across its various dimensions (self-management, knowledge application strategies, self-regulation, goal-setting and planning, evaluation, and help-seeking) among university students by shedding light on academic self-management as one of the most influential factors in student achievement and focusing on its specific strategies. The findings of this study can help determine the level of academic self-management and its prevalence among students at Ajloun National University while also examining whether variables, such as gender, academic level, and faculty type have an effect. Furthermore, the study will explore whether academic achievement differs based on the level of academic self-management.

From a practical perspective, the results of this study can contribute to the development of educational and psychological programs that support the growth of academic self-management strategies among university students and provide training in them. Additionally, this study offers school and university counselors measurement tools to assess academic self-management. The current study will likely encourage other researchers to conduct experimental studies to evaluate the effectiveness of therapeutic interventions aimed at training students in academic self-management strategies given the importance of these variables in shaping students' present and future lives.

### *1.4. Objectives of the Study*

The current study aims to achieve the following objectives:

- To identify the level of academic self-management among university students at Ajloun National University in Jordan.
- To examine the differences in the level of academic self-management based on variables such as gender, faculty, academic year, and academic achievement.
- To identify the obstacles that hinder the process of academic self-management.

## 2. METHODOLOGY AND PROCEDURES

### *2.1. Study Methodology*

This study adopts a descriptive analytical methodology as it investigates the level of academic self-management among undergraduate students with certain variables.

### *2.2. Study Population and Sample*

The study population consists of all students at Ajloun National University in Jordan, totaling 3,500 students for the academic year 2024/2025. The study sample consists of 237 students, including 105 male students and 132 female students who were selected using a stratified random sampling method (see Figure 1).

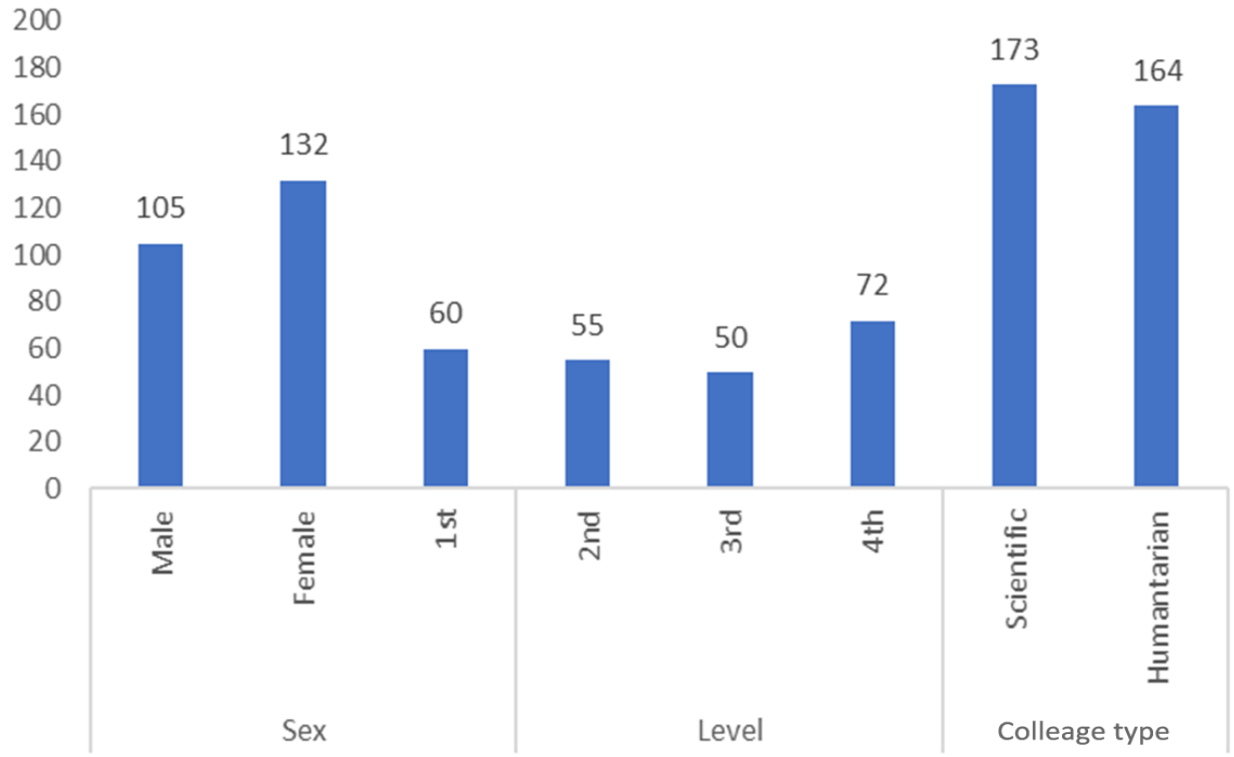


**Figure 1.** Distribution of sample personnel according to study variables.

### *2.3. Study Tools*

#### *2.3.1. First: Measure of Academic Self-Management*

After examining the academic self- management scale and the self- regulated learning, researchers based the study scale by reference to these measures and translating their paragraphs, determining their dimensions by the following steps: first, identifying the main dimensions of the study scale based on the translated scale where a set of dimensions were selected, the dimension of academic self-management, the dimension of strategies for using knowledge, the dimension of control of academic self-management, the dimension of planning and setting goals, the

dimension of evaluation and the dimension of seeking help. Second, the selection of a set of paragraphs to represent each dimension in the current study scale and the translation of the selected paragraphs from English to Arabic to ascertain the authenticity of the translation, and the selection of paragraphs no. 19, 26, 35, 38, 43 and 56 of the scale (Pintrich & De Groot, 1990), paragraphs 2, 4, 9, 11, 17 and 18 of the scale (Barnard, Paton, & Lan, 2008), paragraphs 1, 2, 7, 8, 10 and 13 (Schwarzer, Diehl, & Schmitz, 1999), paragraphs 16, 17, 18, 22, 25, 34, 36, 49, 52 and 53(Magno, 2010), paragraphs 11, 17, 21 and 24 of the scale (Akhtar & Mahmood, 2013) and paragraphs 6, 9, 13, 15, 18, 30, 33, 40, 42, 48, 51 and 63 (Brown, Miller, and Lawendowski, 1999).

The measure is initially from 44 paragraphs divided into six dimensions, namely, academic self-management dimension paragraphs (1-7), knowledge use strategies dimension (7) paragraphs (8-14), academic self-management control dimension (7) paragraphs (15-21), planning and goal development dimension (9) paragraphs (22-30), evaluation dimension (7) paragraphs (31-37) and assistance dimension (38).

### *2.3.2. Scale Validity*

Researchers verified the scale's apparent honesty by presenting it in its preliminary form to a group of arbitrators specializing in indicative and pedagogical psychology at the National University of Ajalon. Tabuk, King Saud University were provided with the original scale paragraphs to ascertain the integrity of the meaning, the appropriateness of the paragraphs, the clarity and the relevance of the paragraphs to each dimension arbitrators where the arbitrators' opinions were taken in terms of modifying some paragraphs and deleting others where the arbitrators were unanimous on the paragraphs in proportion (90%). This proportion can be relied upon to conduct the study and the measure is made up of 44 paragraphs.

Researchers validated the scale by calculating the corrected correlation coefficient between the degree on the study tool as a whole and its dimensions, the extent to which the dimensions were interrelated, and a survey sample consisting of 47. The results show that the values of Pearson's transactions for academic self-management metric paragraphs across a variety of dimensions, such as "knowledge use strategies", "academic self-management control," "planning and goal setting,""evaluation" and "seeking assistance." The results show positive and strong relationships between most paragraphs in each of these dimensions with correlation factors ranging from 0.53 to 0.90, indicating a strong relationship between these paragraphs. For example, paragraph 2 (strategies for the use of knowledge) obtained a relationship factor of 0.90, indicating a very strong relationship between this paragraph and the rest of the paragraphs in this dimension.

It can also be noted that the paragraphs in most dimensions show significant correlation factors, enhancing the reliability of the scale. Some paragraphs, such as paragraph 7 ( evaluation) and paragraphs 13, 29 and 30 (request for assistance) also show relatively low but still moral and correlations (indicated by an asterisk). These results suggest that some paragraphs may be less interconnected with other dimensions but remain part of the overall context of the scale.

### *2.3.3. Scale Reliability*

Researchers verified the scale's reliability in two ways: first, by applying it to a reconnaissance sample that reached 25 students and the internal coherence factor Cronbach's alpha has been calculated for dimensions, These values ranged between 0.78 and 0.89 and the tool as a whole was 0.91 and second through retest to ensure stability of the scale in the way it is reapplied at an interval of two weeks. The scale applied to the same reconnaissance sample depending on Pearson's correlation factor ranging from 0.86 to 0.91 to the tool was 0.94. This is a good indicator of current stability as shown in Figure 2.

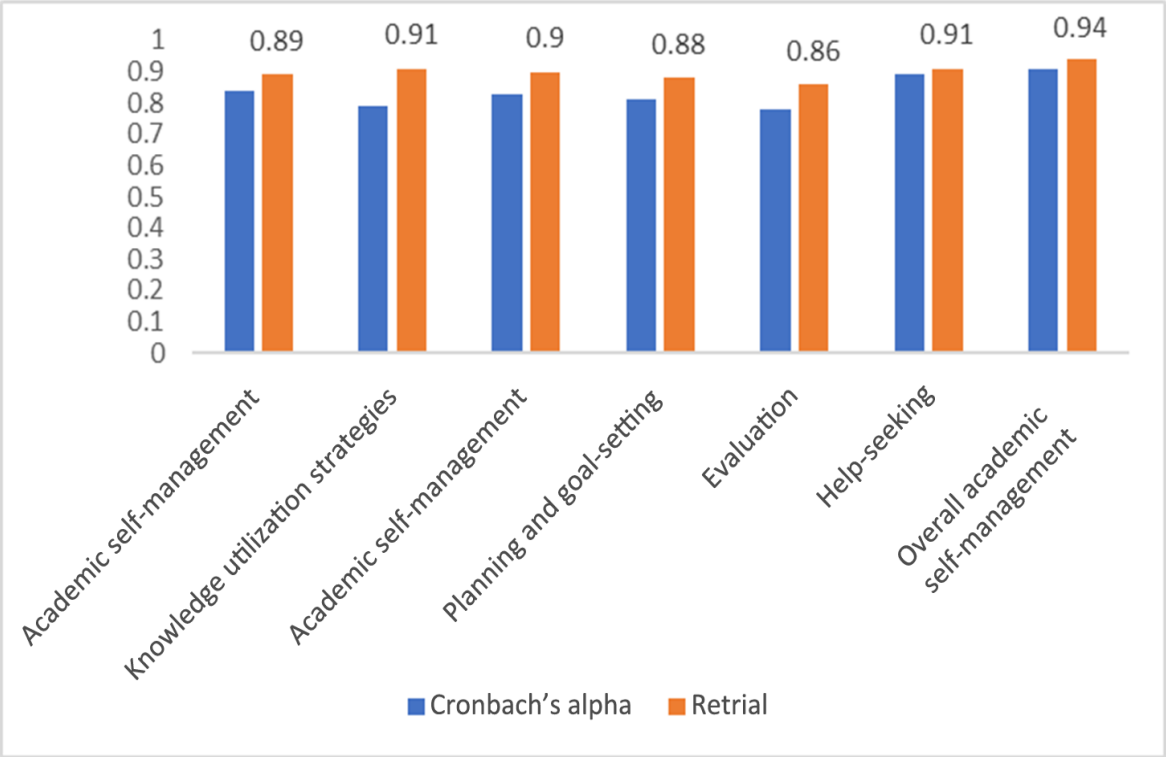


**Figure 2.** Scale Stability Coherence Factor Cronbach's alpha and Pearson's correlation factor

### *2.3.4. Correction of Scale*

The scale consists of 44 five-step paragraphs (5 = I agree and (3.68-5.00) high, very much, 4 = I agree greatly; 3 = I agree to an intermediate degree; 2 = I agree to a small degree; 1 = I agree very little), thus ranging from 44-220 , individuals' responses to the level of academic self-management were classified for three levels: (1.00-2.33) low and (2.34-3.67) medium.

An open question was also asked about the obstacles to students' lack of academic self-management.

### *2.3.5. Study Procedures*

After verifying the veracity and consistency of the study tool, the researchers applied the scale to the study sample individuals where the application process lasted for a week, and estimated the time it took for the sample members to answer the study's performance, 15-25 minutes after application and collection of the study tool, and identification of lack of full availability of data was excluded. The data was analysed through the statistical analysis programme (SPSS). Students in terms of academic achievement were divided into two sections (high and low) based on their grades.

## 3. RESULTS AND DISCUSSION OF THE STUDY

Below is a presentation of the results of each of the questions the study tried to answer.

Question 1: What is the level of academic self-management of study samples?

To answer this question, computational averages and standard deviations of the level of academic self-management of the study sample members were extracted.

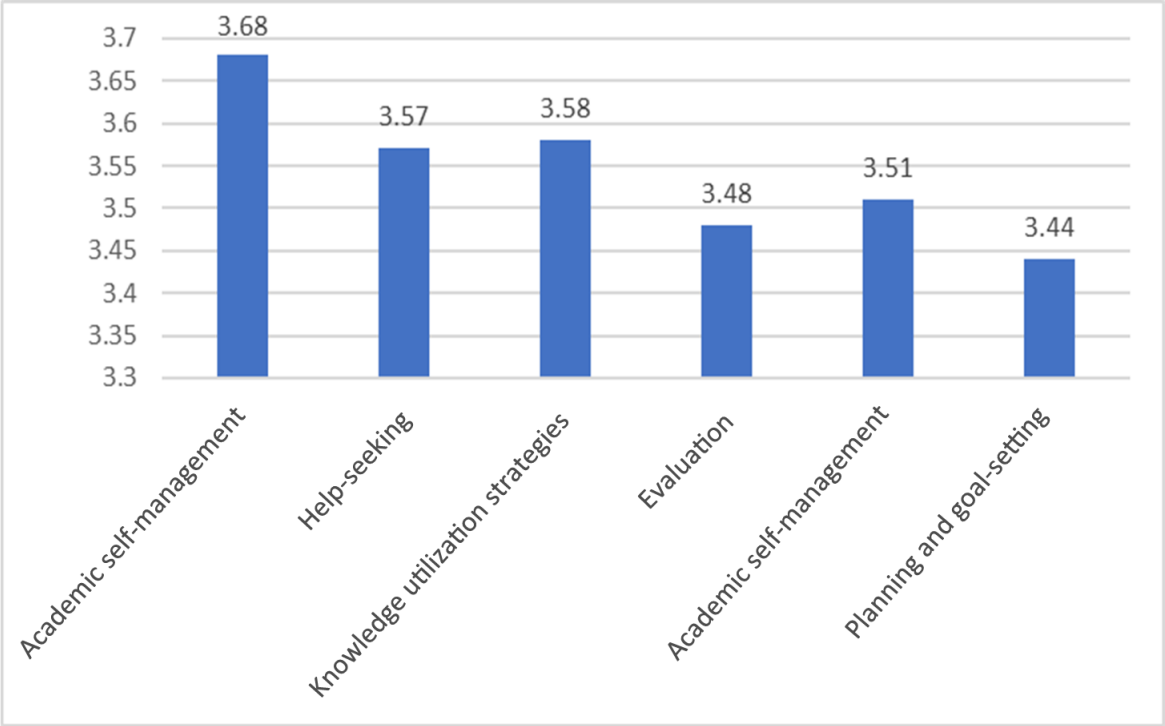


**Figure 3.** Means and standard deviations of the level of academic self-management of the study sample members were extracted.

Figure 3 shows that arithmetic averages ranged from 3.44-3.68 where the dimension of self-management of the academic self came first with the highest arithmetic average of 3.79 and high while the planning and goal placement dimension was last with arithmetic average of 3.48 and medium and the average arithmetic of self-management as a whole (3.60) and medium. Table 1 shows the computational averages and standard deviations of the academic self-management measure paragraphs.

**Table 1.** Computational averages and standard deviations of academic self-management paragraphs

| Number | Arithmetic Average | Standard Deviation | Number | Arithmetic Average | Standard Deviation |
|---|---|---|---|---|---|
| 1 | 4.21 | 0.94 | 23 | 3.57 | 1.11 |
| 2 | 3.81 | 1.00 | 24 | 3.89 | 0.96 |
| 3 | 3.79 | 0.94 | 25 | 3.44 | 1.16 |
| 4 | 3.82 | 1.08 | 26 | 3.49 | 1.14 |
| 5 | 3.57 | 0.91 | 27 | 3.51 | 0.98 |
| 6 | 3.90 | 0.98 | 28 | 3.00 | 1.16 |
| 7 | 3.61 | 1.14 | 29 | 3.09 | 1.23 |
| 8 | 3.24 | 1.26 | 30 | 3.63 | 1.03 |
| 9 | 3.48 | 0.99 | 31 | 3.36 | 1.21 |
| 10 | 3.88 | 1.09 | 32 | 3.47 | 1.10 |
| 11 | 3.59 | 0.94 | 33 | 3.61 | 0.97 |
| 12 | 3.71 | 1.01 | 34 | 3.69 | 1.08 |
| 13 | 3.87 | 1.07 | 35 | 4.44 | 0.95 |
| 14 | 3.32 | 0.95 | 36 | 3.86 | 0.89 |
| 15 | 3.55 | 1.09 | 37 | 3.12 | 1.21 |
| 16 | 3.71 | 0.93 | 38 | 4.04 | 0.99 |
| 17 | 3.52 | 1.15 | 39 | 3.91 | 1.04 |
| 18 | 3.68 | 1.09 | 40 | 3.85 | 1.03 |
| 19 | 3.37 | 1.18 | 41 | 3.62 | 1.18 |
| 20 | 3.63 | 1.11 | 42 | 3.61 | 1.13 |
| 21 | 3.26 | 0.99 | 43 | 3.50 | 1.21 |
| 22 | 3.60 | 1.01 | 44 | 3.62 | 1.09 |
| Total | 3.62 | | | | |

Table 1 shows that the calculation averages ranged from 3.00 to 4.41. Paragraph 1 which states that "I think about what I should do before starting the study" was first ranked and my average calculation was 4.41 while paragraph 28 read "It is difficult for me to complete duties in time" at the last level and my average calculation was 3.02. The measurement average is 3.62. Researchers attribute the high level of academic self-management and help students studying for long periods and hours to achieve success in addition to the meals that prompt the student to seek help for solutions and succeeding with and exceeding material and the medium level of strategies for using knowledge evaluation, control of academic self-management, planning and goal setting. Students are still at the beginning of adolescence and are unable to evaluate their academic performance effectively or good planning for the development of public and private academic goals for their achievement. Taking the necessary measures indicates the importance of educating students about the importance of academic self-management. The faculty's academic guidance unit should help students develop and plan goals and holding courses in academic self-management to upgrade their skills in academic self-management. The outcome of this study is consistent with the study of Momani and Khazaali (2020) and the study of Wanjohi et al. (2021) who referred to an average level of academic self-management.

Question II: Are there statistically significant differences in the level of academic self-management depending on gender, college type and school year?

To answer this question, computational averages and standard deviations of the level of academic self-management have been extracted by gender variables, college type, school year(see Figure 4).

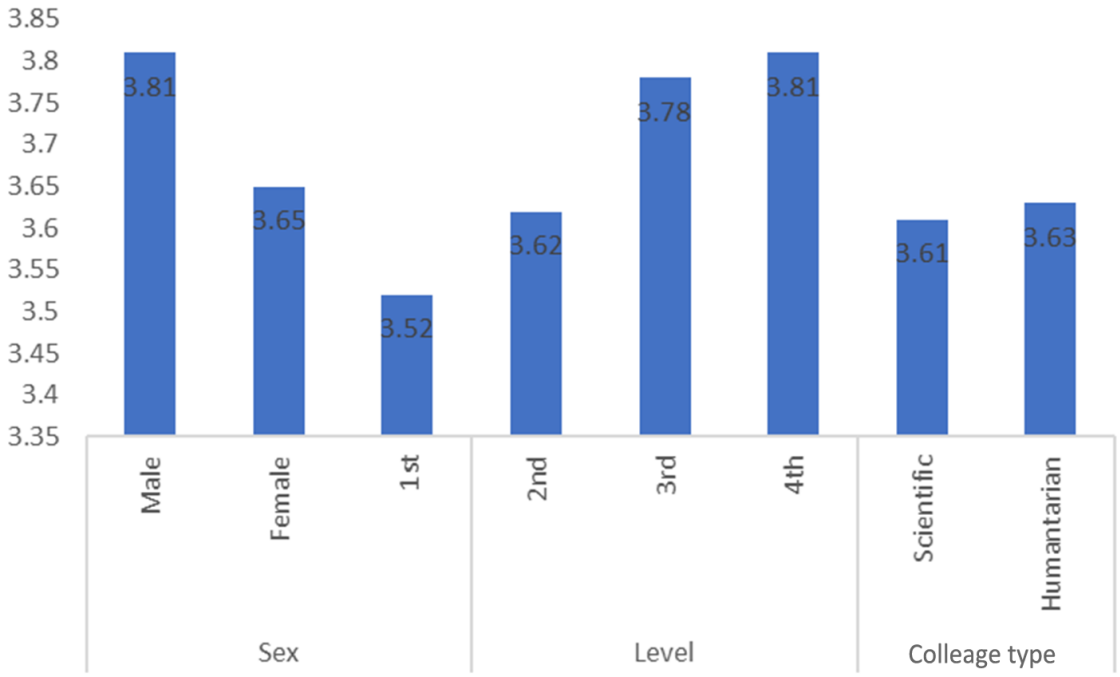


**Figure 4.** Computational averages and standard deviations of the level of academic self-management.

The figure shows an apparent variation in the computational averages and standard deviations of the level of academic self-management due to the different categories of gender variables, the type of college and the school year to demonstrate the significance of the statistical differences between the computational averages. A three- way ANOVA analysis was used (see Table 2) .

Table 2 shows differences of statistical significance (0.05 = α) between the first year on the one hand and the third and fourth year on the other with differences in favour of both the third and fourth years. This result can be attributed to the fact that males enjoy a higher level of academic self-management given the nature of society that gives males greater freedom whether at work or study, decision-making or participation in systematic or

extracurricular activities in academic or non-academic. This gives males the ability to plan and be self-reliant in setting goals in pursuit of success and achievement of excellence while females are given a lower level of freedom to participate in such activities than males and some females' attention is focused on housework, commitment and fulfilment of their family duties. This leads us to the importance of developing these aspects in females. This result differs from Momani and Khazaali (2020) and Ebadi and Shakoorzadeh (2022) which referred to female superiority in academic self-management, and Mahmoud and Al-Jalali (2013) which indicated no gender differences.

**Table 2.** Tripartite disparity analysis of gender impact, college type, and school year on the level of academic self-management.

| | Arithmetic Average | First | Second | Third | Fourth |
|---|---|---|---|---|---|
| | | 3.53 | 3.61 | 3.79 | 3.82 |
| First | 3.55 | | | | |
| Second | 3.51 | 0.06 | | | |
| Third | 3.80 | *0.24 | 0.11 | | |
| Fourth | 3.81 | *0.22 | 0.09 | 0.03 | |

**Note:** * Function at the indicative level (0.05 = α).

With regard to the school year variable, the differences were in favour of both the third and fourth years as opposed to the first year. This is a logical result. The higher the student's level of study, the more experience he has in dealing with the subjects and how to plan for it, assess its level of academic performance and its cumulative rate to achieve a better rate. The student's progress at the academic level increases his experience and his ability to solve problems and how to seek assistance whether from his or her university teachers or other students knowledge strategies for studying, preserving and understanding the subject. The outcome of this study is consistent with Momani and Khazaali (2020) and Al-Haidari (2023) which indicated a statistically significant relationship between academic achievement and academic self-management. The variable type of college has shown that there are no statistically significant differences attributable to the impact of the type of college as a result of which students in human or scientific colleges administer academic self-management. This varies from one student to another depending on the student himself, and the student's level of interest in his/her specialization. This is linked to his characteristics, actions and activities and behaviors that achieve his learning goals and is linked to the social and family environment in which he lives. Some environments are stimulating strategies that organize the academic self and motivate the student to practice them. Students become internally motivated and make greater effort to practice academic self-regulation with some consideration being given to the type of college.

Question III: Are there differences in the level of academic self-management attributable to academic achievement (high and low)?

To find out if there are differences in attainment on the dimensions of the academic self-management scale, use the (v) test. Table 3 shows averages, standard deviations and test results.

**Table 3.** Results of the test (v) of differences between gender score averages on the dimensions of the academic self-management scale according to the educational achievement variable.

| Dimensions | Achievement | Mean | Standard deviation | T-value | Significance level |
|---|---|---|---|---|---|
| Academic self-management | High | 2.89 | 1.01 | 1.13 | 0.327 |
| | Low | 2.61 | 0.97 | | |
| Knowledge utilization strategies | High | 4.21 | 1.00 | 6.77 | 0.000* |
| | Low | 3.91 | 0.89 | | |
| Control in academic self-management | High | 2.93 | 1.19 | 7.66 | 0.000* |
| | Low | 2.32 | 0.99 | | |
| Planning and goal-setting | High | 2.98 | 1.04 | 8.11 | 0.000* |
| | Low | 2.84 | 0.91 | | |
| Evaluation | High | 4.18 | 0.91 | 1.33 | 0.484 |
| | Low | 4.37 | 0.76 | | |
| Help-seeking | High | 4.21 | 1.12 | 7.43 | 0.000* |
| | Low | 3.82 | 0.91 | | |

Table 3 shows statistically significant differences in the level of academic self-management among students with high and low achievement on the dimension of knowledge use strategies (t = 6.77), the dimension of academic self-management control (t = 7.66) and the dimension of planning and goal setting (e = 8.11) after requesting assistance (v = 7.43) with statistical indication (P < 0.0001). The table shows that average high achievers are higher than average low achievers while there are no differences in academic self-management dimensions (i = 1.07) and evaluation dimensions (i = 1.33) which indicates the impact of the use of academic self-management strategies in raising students' achievement. This finding is attributable to the fact that students' good planning in time management and work under pressure, identify actual and acceptable goals and use of methods and strategies that enhance their knowledge acquisitions. The outcome of the study is consistent with Al-Haidari (2023) . There are statistically significant differences between high and low achievers in the management of the academic self as a whole and its dimensions in favour of high achievers.

Question IV: What are the obstacles to academic self-management of study samples from their perspective?

To answer this question, the percentage of each impediment to academic self-management has been calculated (see Figure 5) .

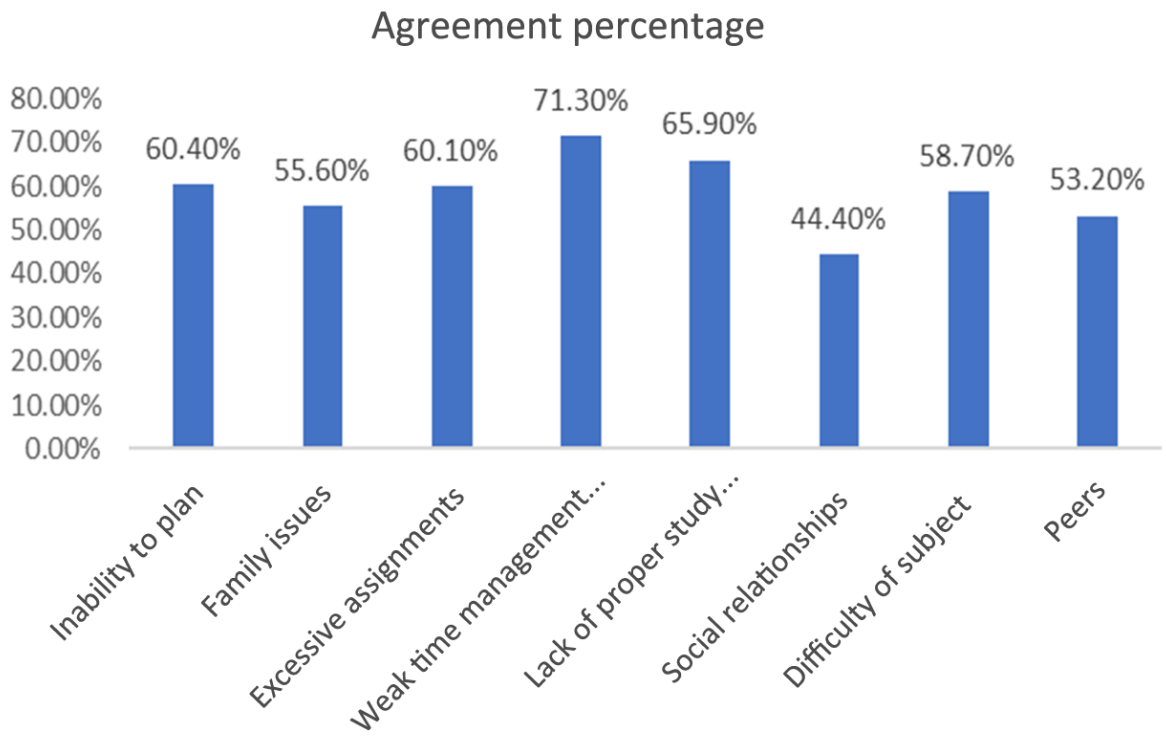


**Figure 5.** Impediment to academic self-management.

Figure 5 shows that all disabilities received a large proportion of the university students' responses with obstacles to poor time management skills coming in first place (71.3%). The disabilities related to social relations came last at 44.4%. Based on these findings, the reasons for poor planning and time management appear to be one of the most prominent reasons why students are unable to manage their academics. The inability to control time will lead to inappropriate habits in time management, planning process, academic self-management and self-control of the student's time. The weakness of this strategy reduces his choice of the right thing to do academic self-management of the study work in a short time or within the time available to it and the poor level of students' planning skills undermines students' attainment of their school goals, poor planning skills and time management hamper the efficient and effective completion of the required work. Thus, students are unable to achieve the goals within the specified time and place. A student spends his time in an unnecessary activity, or a job that gives no

return, education on time management skills whether through training courses, workshops or guidance publications.

The results also showed that the subjects, their difficulty, the nature and sometimes the number of duties, and the lack of the appropriate method of study of certain subjects were included as reasons by the students themselves which prompted them not to administer academic self-management. The difficulty of the subject is sometimes an obstacle to academic self-management because the student may neglect or focus on the subject at the expense of other subjects for fear of failure. Not having the appropriate method to study and using inappropriate strategies such as rearrangement and academic self-management, conservation and auditing and poor planning and low activity beyond knowledge resulting in a lower level of motivation and perseverance to perform meals and academic tasks.

Some members of the sample also stated that there were reasons for family factors or problems, peers and social relations. Patterns of interaction and behaviour of individuals within the family are an effective element in the process of meeting daily challenges and playing the required roles to address the requirements of daily life, and poor family cohesion generates difficulty in solving problems, preoccupation with them, poor interest in academic matters and poor academic self-management. An individual's exposure to pressure from the family would achieve reasonable academic self-management. and that ineffective and unorganized social relations may distract the student from the management of the academic self to care for the comrades' group and give it greater attention. All the above-mentioned reasons can be considered subjective and scholarly impediments that prevent the student from managing the academic self. Hence, the need for universities to pay considerable attention to improving students' academic self-management through training courses in the field of planning, setting goals, methods of study and time management. University faculty members must upgrade students' academic self-effectiveness while avoiding exposing them to unsuccessful experiences or adhering to their study duties. Students should be encouraged to properly study methods in the memorandum of certain subjects, especially scientific ones and set reasonable academic expectations.

## 4. CONCLUSION

The findings showed that the overall level of academic self-management was medium while the dimensions of academic self-management and asking for help were high. There were also differences due to the gender effect favoring male students, differences favoring third- and fourth- year students, and no differences due to the type of college. Additionally, there were statistically significant differences due to the level of academic self-management on the dimensions of goal-setting and planning, asking for help, controlling academic self-management, and knowledge use strategies supporting high achievers. The results of the barriers analysis revealed that 70.3% of the students' answers related to the level of time management skills, 60.4% related to the inability to plan, 65.9% related to not having the appropriate study method, 61.1% related to too many meals, 58.7% related to the difficulty of the subject, 55.6% related to family issues, 53.2% related to peers, and 50.4% related to social relations. University faculty members must upgrade students' academic self-effectiveness while avoiding exposing them to unsuccessful experiences or adhering to their study duties. Students should be encouraged to properly study methods in the memorandum of certain subjects, especially scientific ones, and set reasonable academic expectations. The study relied on his study adopts a descriptive analytical methodology as it investigated the level of academic self-management among undergraduate students in light of certain variables which helped uncover the about levels academic self- management and barriers and find therapeutic solutions. Based on the study's findings and interpretation, researchers recommend conducting studies on academic self-regulation and its relationship to certain variables, such as academic procrastination and academic subjective effectiveness due to the lack of studies applied in the Ajloun region of Jordan courses and training programmes for university students to enhance students' knowledge of aspects of academic self-regulation, conducting studies on the constraints of academic self-

management from the perspective of students and faculty in light of several variables and use a measure of academic self-regulation and its application to university students.

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**Transparency:** The authors state that the manuscript is honest, truthful, and transparent that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
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