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Impact of Strategic Self-Management Practices on Academic Success with the Moderating Effects of Self-Leadership and Time Management Practices: A Study Based on Management Undergraduates of the SelectedState Universities in Sri Lanka

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Abstract

Even though Strategic self-management, Self-leadership and Time management are prominent topics in the global context, it is hard to identify specific academic courses to promote those concepts in Sri Lanka. Hence, this study aims to investigate the impact of Strategic self-management practices, Self-leadership and Time management practices on the Academic success of undergraduates. The respondents of the study were 480 Management undergraduates in the selected state universities in Sri Lanka. Data collection was conducted using a structured questionnaire. Analysis of data was performed following a Statistical Package for Social Sciences (SPSS). 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. The findings of the study may be useful for the academics and authorities of universities as well as undergraduates to get insights from the recommendations of the analyzed problem.

Keywords: Academic success, Self-leadership, Strategic self-management practices, Time management practices.

1. INTRODUCTION

One of the main objectives of university education is to create and groom high-quality graduates who shoulder the sustainable development of a country. According to Garkaz et al. (2011), the higher education system is still required to research factors that affect academic performance in the case of producing the best human capital. To hit that particular target, all the governing bodies of universities have always been trying to develop and implement strategies to attain the desired academic success of undergraduates. Typically, undergraduates are supposed to manage themselves properly to achieve their life goals. Going through their list of goals, academic success might be labeled as the most prioritized goal. At present, a considerable amount of undergraduates has not planned their future since they do not practice self-management On the other hand, undergraduates hardly or do not practice self- discipline, time management and self-leadership.

Khurshid et al. (2014) have observed that most undergraduates do not have an exact purpose and a well-thought-out answer for their purpose of getting a higher education. The reason behind those flat answers is the fuzzy goals (Khurshid et al., 2014). Hence, goals can be identified as a fundamental link to how an individual translates his great ideas into actions in his life and his academic, personal, or professional relationships. Hence, to achieve the best academic performance undergraduates must be aware and practice strategic self-management along with self-leadership and time management.

Ali et al. (2009) have observed that the academic success of undergraduates plays a major role in creating quality graduates who will shoulder the economic and social development of the country. Therefore, measurements and factors affecting students' academic success have been taken into account by several researchers in the research literature to achieve the academic excellence of students. Grave et al. (2010) have stated that completing higher studies with a higher GPA is one of the best paths to achieve a higher level of academic performance by investigating time management practices and their impact on grades. Kelly (2004) has stated that "Efficient utilization of time is directly associated with increased academic performance". As per the above studies, it is clear to make undergraduates aware of the benefits of using time management to increase academicperformance.

In the Sri Lankan context, most of the state university undergraduates possess very high academic performances in their secondary education. However, when they enroll in the university, a limited number of undergraduates continue their studies as before. The majority pay less attention compared to their secondary education. The most critical problem is that some undergraduates do not consider their academic activities. Unfortunately, some of them are unable to attain at least a general pass at the desired time. The reason behind this situation is they do not have a clear life plan.

Researching how strategic self-management practices affect the academic success of undergraduates in the Sri Lankan context, is very critical before promoting the concept among undergraduates. Therefore, the principal investigator conducted face-to-face interviews with undergraduates regarding their strategic life plans and ended up with the fact that the majority of interviewees did not have a clear life plan. Unfortunately, some undergraduates cannot perform as they expected. Also, some undergraduates mislead at the university, engaging in unethical behaviors, which are very seriously harmful to their success, university success and country success, and ultimately affect global success. Hence, this study aims to identify the importance of strategic self-management, self- leadership and time management practices for academic success.

Even though self-mastering and self-leadership are prominent topics in the global platform, it is very hard to find formal education on self-mastering,

self-leadership and even Time management in Sri Lanka. Moreover, it is very critical to identify the importance of time, punctuality and the importance of prioritization. The impact of managing our time to achieve academic success is a globally accepted matter. However, in the Sri Lankan context, there are no such studies or evidence. Furthermore, this study will justify the moderating impact of self-leadership and time management on the relationship between strategic self-management and academic success.

For this study, the authors considered the final-year management undergraduates in the selected four state universities in Sri Lanka. Especially, final year students have been identified as respondents, the main reason they have achieved certain successes inuniversity life.

The general objective of the study is to investigate the impact of strategic self-management practices, self-leadership and time management practices of the undergraduates of selected state universities in Sri Lanka on their academic success. Hence, the research problem of this study was "What is the impact of strategic self-management, self-leadership and time management practices on the academic success of undergraduates of the selected state universities in Sri Lanka?". Furthermore, this study addresses some theoretical and empirical gaps in the area of strategic self- management practices, strategic leadership, and time management practices. In the Sri Lankan context, it is very hard to find the research literature related to the impact of strategic self-management practices on the academic success of undergraduates. Especially, there is a lack of research studies based on the moderating effects of self- leadership and time management practices on the relationship between strategic self-management practices on the academic success of undergraduates. Furthermore, this study is important to identify the importance of promoting strategic self-management practices, self-leadership and time management practices among students at the university level and to enhance the academic success of undergraduate students through developing and practicing strategic self-management, self-leadership and time management. When those concepts are promoted among undergraduates they'll be able to apply those competencies within them to achieve their desired academic success and overall success in their lives as well.

2. LITERATURE REVIEW

2.1. Strategic self-management practices

Self-management skills develop one's ability to accomplish goals by controlling thoughts, emotions and actions. Self-management can be defined based on its components or importance or involvement in different contexts. Hughes and Lloyd (1993) have defined self-management as "a process that begins with monitoring and evaluating one's behavior followed by reinforcing improvements in one's performance". Simply, self- management can be defined as a self-development skill that empowers one's ability to be the highest version. Goldfried and Merbaum (1973) have defined self-

management as "a personal decision arrived at through conscious deliberation to integrate action which is designed to achieve certain desired outcomes or goals as determined by the individual himself" (p. 12). Strategic self-management is an advanced development of the concept of "Self-management". But, it is hard to find a precise definition of strategic self- management within the research literature. Therefore, strategic self-management can be defined as the deliberate process of controlling and utilization of one's attitudes, behaviors and actions to achieve one's desired goals.

2.2. Self-leadership

Napolitano and Henderson (1998) recognized self-leadership as the foundation of leadership. As mentioned by Manz & Sims (1980), this concept originally appeared in a practitioner-oriented book which was an extension of self-management. Manz and Sims (2001) have defined self- leadership as "the process by which an individual controls behavior, makes influences and leads himself using specific behavioral and cognitive strategies". They further define self-leadership as "a self-influential process that incorporates behavioral and cognitive strategies". These behavioral and cognitive strategies are designed to assist individuals to address not only what they need to do but also why and how they should do it (Manz & Sims, 1986; Neck et al., 2017). Manz (1986) has defined self- leadership as "a process of personal development that aims at developing personal a professional effectiveness, through utilizing mental, cognitive and behavioral strategies".

According to Kazan (1999), self-leadership incurs by an individual and it aims at personal fulfillment. In other words, self-leadership is internally motivated as it is motivated by the desire an individual has to feel more efficient and effective. Flores (2020) has observed that "when undergraduates are actively engaged in leading organizations in a university, these activities empower them to positively develop their constructive thoughtpatterns".

2.3. Time-managementpractices

It is hard to find a universally accepted definition of time management in the research literature. Lakein (1973) has defined time management as "the process consists of identifying one's needs, setting goals to achieve these needs, prioritizing and planning tasks to achieve these goals". Time management can be further defined as: "a technique that can be followed to use time and have sufficient time to complete many tasks required" (Orpen, 1994; Woolfolk & Woolfolk, 1986); "a technique that can be used to increase the time available to accomplish activities" (King et al., 1986) "planning and allocating time" (Burt & Kemp, 1994); "the use of procedures that are designed to help the individual to achieve his or her desired goals" (Hall & Hursch, 1982) "the degree to which individuals perceive their use of time to be structured and purposive" (Bond & Feather, 1988); "a way of getting insight into time use" (Koolhaas et al., 1992); "practices intended to maximize intellectual productivity"

(Britton & Tesser, 1991);. According to Agormedah et al. (2021), quality time management is an imperative tool that leads to greater academic performance and reduces depression, anxiety and stress among students. Their findings showed that college students with poor time management behaviors will have low grades. Therefore, time management skills can be defined as the deliberate process of determining desired goals/results, identifying techniques to manage time to achieve those goals/results, deciding tasks to accomplish desired goals/results, prioritizing identified tasks, executing prioritization plans using identified tools to achieve desired goals/results. Ramona et al. (2018) have identified different terminologies for time management such as prioritization and respecting those priorities (Soucie, 1986) spontaneity, balance, flexibility and control of time (Lakein, 1973), the process in which an individual achieves tasks and objectives (Schuler, 1979) prioritization and planning activities (Jordan et al., 1989), the process in which an individualobtains control over time and his actions (Oncken & Wass, 1985). Furthermore, there are three factors of time management short-term planning, long-term planning and attitudes (Tesser, 1991).

2.4. Academic success

Scholars have defined academic success using different aspects but it is hard to find a universally accepted definition for academic success. Scholars have conducted several studies to identify factors that determine the quality of academic success considering the highly increased competitive pressure on the higher education system plus the responsibility of higher educational institutions to produce a high-quality workforce. Existing literature reveals the role of internal psychological factors affecting students' academic behavior and performance. Reynolds (1998) observed five factors affecting the performance of students in educational institutions: teaching basic learning skills, a safe institutional environment formative assessment activities, students' positive expectations and dynamic institutional leadership. An analysis of related literature shows that academic staff is one of the major determinants that can execute professional academic practices and different strategies that would change learners' behavior, would motivate learners to attain success. Higher academic performance can be achieved with good intellectual ability, professional academic staff, a conducive learning environment, quality feedback, proper measurement of outcomes of the educational process, teaching essential management and learning skills, effective application of that management learning skills and a good socioeconomic background.

Researchers have used the terms 'student success' and 'academic success' interchangeably. Kuh et al. (2006) have defined student success as "undergraduate's academic achievement, engagement in educational activities, satisfaction, acquisition of knowledge, skills and competencies, the persistence of undergraduate, accomplishment of educational outcomes, and post-

college performance" (p. 5).

3. METHODS

Sekaran and Bougie (2013) have stated that "a research study is aimed at identifying the remedies for a specific problem in a methodological manner and the quality of research depends on how the research design alternatives are selected carefully. The principal investigator developed a model to conceptualize the theoretical framework of this research, as shown in Figure 1 (Please see Figure 1) and used the quantitative approach considering the objectives of the study. The rationale behind the selection was, quantitative research studies use structured questions with multiple response options and a largenumber of participants (Welman, 2005). The study was descriptive since the researchers expected to collect data describing the characteristics of persons; undergraduates (Sekaran & Bougie, 2013). Also, as the main objective of the study is to investigate the impact of strategic self-management practices, self- leadership and time management practices on academic success, the descriptive type suits best to conduct the study. Based on the time of the study, cross-sectional studies were used since the data were collected at only one point in time or within the specified week and no repeated collection of data (Sekaran and Bougie, 2013). Considering the general objective of the study, the type of investigation of this study was experimental. In this study, strategic self-management practices were identified as the independent variable, self- leadership and time management practices were identified as the moderating variables while academic success was identified as the dependent variable.

According to Sekaran (1992), correlation studies are typically conducted with minimal researcher interference and in a non-contrived field setting. Since the study examined the impact of strategicself-management practices, self-leadership and time management practices of undergraduates on their academic success, the study can be identified as a field study. Further, there are no controlled or manipulated variables. The research setting was non-contrived as this study was conducted in the same environment. That means without controlling the original environment. No synthetic or contrived setting was created for the study.

A unit of analysis is the most fundamental element of scientific research. Sekeran (1992) defines the unit of analysis as the extent of aggregation of the variables and collected data during the subsequent analysis stage. Therefore, the unit of analysis, (which was the major entity that was being analyzed in the study), was individuals i.e., undergraduates. Population refers to "the entire group of people, events, or things of interest that the researcher pursuits to investigate" (Sekaran and Bougie, 2013). The population concerned for the study was management faculty final year undergraduates in the University of Sri Jayewardenepura, University of Colombo, University of Sabaragamuwa and the University of Rajarata. According to Sekaran (1992), the sample is defined as "the subset of a population". Therefore,

the sample is selected from the population. At the same time, the sample represents the selected target population. Hence, it needs to be adequate to warrant the generalization of the findings of the population and appropriate sample selection is critical. It ensures that the selected sample reflects the accurate behavior, awareness and opinions of the total population. For the study, the stratified random sampling method was used to select management undergraduates representing students from each university. The rationale behind the selection of management undergraduates of the selected state universities as the sample was the personal experience of the principal investigator regarding the evaluation of strategic life plans of the interviewed undergraduates. Many of the undergraduates didn't have a clear life plan with them. Some of the undergraduates couldn't achieve the academic performances they expected. However, state university undergraduates enroll in universities with high performances in their Advanced Level examinations. Hence the authors decided to consider state university undergraduates as the sample to recognize the importance of strategic self- management, self-leadership and time management practices in their academic success at the university level. The total sample size was 480 undergraduate students.

According to Sekaran and Bougie (2013), the decision of collecting primary data that involves the selection of the technique(s) for obtaining the information needed is interrelated with the alternative steps in the research process. Considering the objectives of the study, the research questions, and the research strategy, the data collection method(s) are to be selected. Facilities available, the extent of accuracy needed, the form of data required, the duration of the study, the expertise of the reviewer, and other chargers and resources associated with and available for data accumulating may also affect the choice of method(s) (Sekaran and Bougie, 2013). They have further stated that problems researched with the use of appropriate methods greatly upgrade the value of the study.

The questionnaire survey was used to gather data for the study for several reasons extraordinary to this study. Easiness in administration and accessibility, cost-effectiveness and familiarity with most of the respondents are some of them. Since undergraduates are engaged in their academic activities, the questionnaire method was chosen as the most suitable technique for collecting data from the respondents. The questionnaire was comprised of 60 statements that have high reliability and validity. Due to the pandemic situation of Covid-19, 480 Google form questionnaires were distributed among undergraduates to collect primary data. Responses were taken into two types of five- point Likert scales such as "Very low extent, Low extent, Moderate Extent, High extent and Very high extent; Very poor, Poor, Satisfactory, Very good an Excellent". According to Sekaran and Bougie (2013), an open-ended question could be included at the end of the questionnaire, allowing

respondents to comment upon any component they pick. Hence, questions number 45-60 in the questionnaire have been allocated to identify personal reviews and experiences of the respondents related to strategic self- management practices, self- leadership and time management practices. The anonymity of the respondents can be considered to be very essential. Then, the author-developed questionnaire method was the simplest feasible approach to collect greater reliable facts while at the same time assuming the anonymity of the respondents.

Sekaran and Bougie (2013) have stated that validity is the test to find out the truth or accuracy. Validity comprises three steps. Further, they have stated that construct validity refers to how well the results can be obtained from the measures and fit the theories based on which the test is designed. The construct validity of the variables was confirmed by the fact that regression analysis aids the hypothesis formulated for the impact of strategic self- management practices, self- leadership and time management practices on the academic success of undergraduates. "Content validity considers how well the items developed to operationalize a construct and provides a sufficient and representative sample of all the items that might evaluate the construct of interest" Sekaran (1992). Content validity of the instrument was ensured by the conceptualization and operationalization of the variables in the research literature and indirectly by higher internal consistency reliability of the instruments as denoted by Alpha.

Reliability can be defined as an indication of the stability and consistency with which the instruments are used to evaluate the concepts and it also assists to evaluate the goodness of a measure. (Sekaran & Bougie, 2013). Reliability can be tested statistically by finding out Cronbach's alpha value. Cronbach's alpha coefficients typically range from 0.00 to 1.00 and higher coefficients indicate higher levels of reliability. Nunnaly (1978) stated that, a score of 0.7 is an acceptable level. As shown in Table 1, (Please see Table 1), when the Cronbach's Alpha values of the variables are greater than 0.7, the reliability of the questions is said to be high. Furthermore, it indicates that all instruments have high external reliability. The responses were analyzed following Statistical Package for Social Sciences (SPSS) Analysis tool version 23.

4. RESULTS

As per the demographic data analysis shown in Table 2 (Please see Table 2), the majority of undergraduates in the sample represented the field of Human Resource Management which is 62.7% (301 undergraduates). In the selected sample, the majority of undergraduates were females which was a 75% representation of the total. According to the survey data, the majority of undergraduates in the sample belong to the age group of fewer than 25 years, which represents 52% (252 undergraduates) of the total. The majority of undergraduates in the sample were from the Colombo district which represents 28% (132 undergraduates) of the total. As per the survey data,

undergraduates who belong to families with below Rs.50, 000 represent the majority of the sample which is 40% (192undergraduates).

The normality test results for the variables indicated skewness in the range of –1.96 to +1.96 and kurtosis in the range of –3 to +3 as per Table 3 (Please see Table 3). This implies that the assumption of normality was satisfied. Generally, Cronbach's alpha is commonly used to assess internal consistency, and if a scale has a Cronbach's alpha value greater than 0.7, it is considered reliable (Sekaran & Roger, 2003). Table 3 shows that Cronbach's alpha for all variables is greater than 0.7, indicating that the study's reliability is established.

4.1. Correlation analysis

A Pearson correlation matrix will indicate the direction, strength, and importance of the bivariate relationships among all the variables that were measured at an interval or ratio level. The correlation is stemmed from evaluating the variations in one variable as another variable also varies (Sekaran, 2006). Pearson's product-moment correlation with a one-tailed test of significance was used to investigate the strength of the relationship between the following set of variables.

Table 4 (Please see Table 4) represents correlation values between the independent variables as strategic self-management practices, self-leadership and time management practices and the dependent variable as academic success. According to Table 4, there is a strong positive correlation between strategic self-management practices and academic success, self-leadership and academic success and time- management practices and academic success of undergraduates in the selected state universities in Sri Lanka.

4.2. Regression analysis

Simple regression analysis is followed in a situation where one independent variable is hypothesized to affect one dependent variable (Sekaran, 2006). Therefore, Simple Regression Analysis was used to identify the impact of independent variables on the dependent variable.

According to the findings of Table 5 (Please see Table 5), it is substantial that there is a positive impact of strategic self- management practices of undergraduates on their academic success. Strategic self-management practices (Independent variable) have resulted in an 88.1% impact on the academic success (Dependent variable) of undergraduates in the selected Sri Lankan state universities. Secondly, the survey data has proved that there is a positive impact of self-leadership of undergraduate students on their academic success since self-leadership (Independent variable) has resulted in an 84.4% impact on academic success (Dependent variable) of undergraduates in the selected Sri Lankan state universities. Furthermore, as per the survey data it has been proved that there is a positive impact of time management practices of undergraduate students on their academic success. Time management practices (Independent variable) have resulted in a 90.5% impact on the academic success (Dependent variable) of

undergraduates in the selected Sri Lankan state universities.

4.3. Moderator analysis

A moderating variable can be defined as "a variable that modifies the authentic relationship between an independent variable and the dependent variable. Such interactions are involved as the product of two variables in a regression model (Sekaran, 2006).

According to Fairchild and Mackinnon (2009), the moderation model measures whether the forecast of a dependent variable Y from an independent variable, X differs across levels of a third variable, Z. As Fairchild and Mackinnon explained moderator variable influences the strength and/or direction of the relationship between a predictor and an outcome: improving, decreasing, or modifying the influence of the predictor. As mentioned in chapter three, there are two moderating variables in the conceptual model. Self-leadership and time management practices are the moderating variables that moderate the relationship between strategic self-management and academic success. To analyze the moderating effect, Baron et al. (1986) have cited the requirement of measuring the impact of predictor, moderator, and the interaction or product of these two on the outcome variable. They have also stated that the moderator hypothesis is supported if the interaction is significant. Furthermore, they have recognized that there may also be important major effects for the predictor and the moderator however these are not directly related conceptually to test the moderator hypothesis (Baron et al., 1986, p. 1174). According to the findings of Tables 6 and 7 (Please see Table 6 and 7), there is a moderating effect of self- leadership on the relationship between strategic self-management practices of undergraduate students on their academic success. The fourth hypothesis of the study has been accepted. The interaction variable of self-leadership is significant at a 99% level which is highly aligned with Baron et al. (1986, P.1174) as mentioned "The moderator hypothesis is supported if the interaction is significant". According to the findings of Tables 8 and 9, (Please see Tables 8 and 9), The results of the moderation analysis have proved that there is a moderating effect of time management practices on the relationship between strategic self-management practices of undergraduate students on their academic success. Therefore, the fifth hypothesis of the study has been accepted. The interaction variable of time management practices is significant at a 99% level which is highly aligned with Baron et al. (1986, P.1174) as mentioned previously.

4.4. Results of hypothesis testing

The hypothesis testing was executed using the results of Pearson's product movement correlation analysis and the Regression analysis. All the Null hypotheses were evaluated using those results. As all the hypotheses were concerned with a positive relationship (HA>0), a one-tailed test was used in the correlation analysis.

H1: There is an impact of Strategic self-management practices of undergraduates on their academic success.

Based on the results of Pearson's Product Movement correlation analysis between strategic self-management practices and academic success, the correlation coefficient is 0.939, which is significant at 1% (p=0.000). According to the results of the simple regression analysis between the two variables the regression coefficient (b) is 1.203, which is significant at 1% (Sig. T=0.000). Concerning table 5.12 standardized coefficients, the Beta value is 0.939, and it shows that there is a positive impact of strategic self-management practices on academic success. When the strategic self-management practices of undergraduates increase by 1%, their academic success increases by 88.1%. And also significant value is 0.000. (Sig: value 0.000 which is less than 0.05 level). Hence, concerning the above statistics impact of strategic self- management practices on academic success is statistically significant.

Therefore, according to the results of both tests, the Null hypothesis is rejected and the alternative hypothesis is accepted, as r= 0.988> 0 and b= 0.988 >0. Hence, the data support the hypothesis that there is a positive impact of strategic self-management practices on academic success.

H2: There is an impact of Self-leadership of undergraduates on their academic success.

Peculiar to the results of Pearson's Product Movement correlation analysis between self-leadership and academic success, the correlation coefficient is 0.919, which is significant at 1% (p=0.000). As per the results of the simple regression analysis between the two variables the regression coefficient (b) is 1.222, which is significant at 1% (Sig. T=0.000). According to table 5.15, the standardized coefficients Beta value is 0.919, and its shows that there is a positive impact of self-leadership on academic success. When self-leadership increased by 1%, their academic success increased by 84.4%. And also significant value is 0.000. (Sig: value 0.000 which is less than 0.05 level). Hence, based on the above statistics impact of self-leadership on academic success is statistically significant.

Therefore, according to the results of both tests, the Null hypothesis is rejected and the alternative hypothesis is accepted, as r= 0.988> 0 and b=0.988 >0. Hence, the data support the hypothesis that there is a positive impact of self- leadership on academic success.

H3: There is an impact of Time management practices of undergraduates on their academic success.

With the results of Pearson's Product Movement correlation analysis between time management practices and academic success, the correlation coefficient is 0.951, which is significant at 1% (p=0.000). As per the results of the simple regression analysis between the two variables the regression coefficient (b) is 1.177, which is

significant at 1% (Sig. T=0.000). Concerning table 5.18, the standardized coefficients Beta value is 0.951, and its shows that there is a positive impact of time management practices on academic success. When the time management practices of undergraduates increase by 1%, their academic success increases by 90.5%. And also significant value is 0.000. (Sig: value 0.000 which is less than 0.05 level). Hence, with the above statistics impact of time management practices on academic success isstatistically significant.

Therefore, according to the results of both tests, the Null hypothesis is rejected and the alternative hypothesis is accepted, as r= 0.988 > 0 and b=0.988 >0. Hence, the data support the hypothesis that there is a positive impact of time management practices on academic success.

H4: There is a moderating effect of Self-leadership on the relationship between Strategic self-management practices of undergraduates on their academic success.

Depending on the results of the study, the main effect of self- leadership on academic success is statistically significant (Please see Table 5.18.). The interaction variable is significant at a 99% level which is highly aligned with Baron et al. (1986, P1174) as they mentioned "The moderator hypothesis is supported if the interaction is significant". Thus there is statistical evidence to conclude that there is a moderating effect of self-leadership on the relationship between strategic self- management practices on academic success.

H5: There is a moderating effect of Time management practices on the relationship between Strategic self-management practices of undergraduates on their academic success.

The results stemming from the study ensure the main effect of time management practices on academic success is statistically significant (Please see Table 5.21.). Furthermore, the interaction variable is significant at a 99% level which is highly aligned with Baron et al. (1986, P1174) as they mentioned "The moderator hypothesis is supported if the interaction is significant". Thus there is statistical evidence to conclude that there is a moderating effect of time management practices on the relationship between strategic self-management practices on academic success.

5. DISCUSSION

Strategic self-management, self-leadership and time management skills empower undergraduates to more concentrate on their academic goals. The purpose of the study was to investigate the impact of strategic self- management practices, self-leadership and time management practices of undergraduates on their academic success. Five hypotheses were developed based on the conceptual framework to accomplish the purpose of the study (Please see Figure 1). Furthermore, all the developed alternative hypotheses were accepted while rejecting the developed null hypotheses based on the results of the current study.

The findings of the study showcase that, there is a positive impact of strategic self- management practices

on academic success (Pearson correlation 0.939 and Adjusted R square = 0.881). The results of the study are tallying with these other context findings. Research studies on potential employability and academic performance of undergraduates concluded interesting findings; According to Jackson and Wilton (2016), Improvement of self-efficacy and self-confidence within undergraduates increases their ability to manage themselves effectively which is beneficial for their careers; produces more positive insights towards their ability to get employment in their field; Youths do not challenge the competition but identify it as fair and they deal with this challenge by practicing strategic self- management (Morch et al., 2017). The practice of self-management strategies along with suitable skills is necessary to gain the required vitality (Cheung W. & Cheung Y., (1997).

As per the findings of the study, there is a positive impact of self- leadership on academic success (Pearson correlation 0.919 and Adjusted R square = 0.843). Though the literature related to exploring the relationship between self-leadership and academic success is not in abundance the results of the study are tallying with some facts in other context findings. Individual performance positively correlates with self-leadership strategies (Neck & Manz, 1992; Neck et al., 2003; Stewart et al., 1996). Furthermore, the development of self-leadership can be identified as an essential requirement for all individuals (Ross, 2015). Megheirkouni (2018) has observed that self-efficacy may act as the primary mechanism through which self-leadership strategies have positive outcomes.

According to the findings of the study, there is a positive impact of time management practices on academic success (Pearson correlation 0.951 and Adjusted R square = 0.905). The results of the study are tallying with these other context findings. As stated by Shazia and Muhammad (2015), every undergraduate should possess time management skills that include setting appropriate goals and priorities, using time management techniques and being organized in utilizing time. Past empirical studies have demonstrated the fact that time management practices have an impact on the results of students. It is also discovered that the undergraduates had advanced overall academic achievements when accounted for using goal- oriented time management practices. There is an underlying assumption that undergraduates with good time management skills can manage time effectively even after they enter into professional life. In literature studies, it has been monitored that positive time management behaviors empower the Grade Point Average, whereas negative time management behaviors lower academic performance (Indreica et al., 2011; Saketi & Taheri, 2010; Britton & Tesser, 1991; Mpofu et al., 1996; Tanriogen & Iscan, 2009; Sevari & Kandy, 2011). Researchers have conducted a great number of studies based on the relationship between time management and GPA (Swart et al., 2010; Indreica et al.,

2011; Britton & Tesser, 1991; Mpofu et al., 1996; Saketi & Taheri, 2010; Macan et al., 1990; Sevari & Kandy, 2011; Tanriogen & Iscan, 2009). The study conducted by Saketi and Taheri (2010) investigated the relationship between time management and academic achievement of master's and bachelor's students and revealed that there is no significant difference between male and female students regarding time management skills. However, female students scored higher than males in academic performance. According to the research findings, time management skills corresponded to differences in academic achievement scores. Therefore, as suggested researchers have recommended implementing a plan for training students' time management skills to enhance their accomplishments (Saketi & Taheri, 2010).

In compliance with the findings of the moderation analysis, there is a moderating effect of self- leadership on the relationship between strategic self- management practices and academic success. The interaction variable of self-leadership is significant at a 99% level which is highly aligned with Baron et al. (1986, P.1174) as mentioned "The moderator hypothesis is supported if the interaction is significant".

Furthermore, the results of the moderation analysis have proved that there is a moderating effect of time management practices on the relationship between strategic self-management practices and academic success. The interaction variable of time management practices is significant at a 99% level which is highly aligned with Baron et al. (1986, P.1174) as they mentioned "The moderator hypothesis is supported if the interaction is significant".

6. CONCLUSION

Practicing strategic self- management makes undergraduates smarter and more focused. Not only that but also strategic self-management practices, self-leadership and time management practices are good general indicators of the employability of an undergraduate to play a greater role in his job performance in the future. Having good strategic self-management practices, self-leadership and time management practices are kinds of matching with the qualifying criteria for a job. Therefore, the development and continuous practice of strategic self- management, self-leadership and time management are vital not only for academic success but foroverall success.

Hence, all the hypotheses were accepted in the study. As per the survey data, it was found that there is a positive impact ofstrategic self-management practices on academic success. Strategic self-management practices (Independent variable) have resulted in an 88.1% impact on the academic success (Dependent variable) of undergraduates in the selected state universities. Secondly, the survey data has proved that there is a positive impact of self- leadership on academic success since self-leadership (Independent variable) has resulted in an 84.4% impact on academic success (Dependent variable) of undergraduates. Furthermore, the survey data has

proved that there is a positive impact of time management practices on academic success. Time management practices (Independent variable) have resulted in a 90.5% impact on the academic success (Dependent variable) of undergraduates. Not only that but also the study has proved that there is a moderating effect of self-leadership and time management practices on the relationship between strategic self-management practices and the academic success of undergraduates in the selected state universities in Sri Lanka. The results of the study are important to identify the importance of promoting strategic self- management practices, self-leadership and time management practices among students at the university level. Since the results revealed that there are moderating effects of self-leadership and time management practices on the relationship between strategic self-management and academic success of undergraduates, it is beneficial to develop self- leadership and time management skills simultaneously. When the students are provided with formal education on strategic self-management, self-leadership and time management they will be capable of applying those competencies to achieve the desired academic success. In addition to that, the findings of the study may be useful for the academics and authorities of universities to get insights from the recommendations of the analyzed problem. To conclude, the findings of the study showcase that strategic self-management practices, self-leadership and time management practices play a vital role in the academic success ofundergraduates.

6.1. The practical implications of the study

Based on the findings and the conclusion, the researcher derived the following recommendations: State universities in Sri Lanka should promote strategic self- management, self-leadership and time management practicesamong undergraduates. The government should fund educational efforts in improving the facilities. Apart from that students are recommended to practice strategic self- management, self-leadership and time management practices. As per the results obtained through the study the researcher has found it is vital to develop and practice strategic self-management, self- leadership and time management by students for higher academicperformance.

6.2. Limitations of the study

The first limitation found in the study is the population for the survey was limited to a single academic faculty of the universities. A larger sample including undergraduates of other academic faculties could provide more input on the research variables. Furthermore, the study was limited to investigating only three factors that affect the academic success of undergraduates. But, these are not only the factors that affect the academic success of undergraduates as per the research literature.

Another important limitation arises since this study was cross- sectional. Additional research can be suggested to conduct longitudinally to evaluate the impact of the independent variables on the dependent variable

over time. Longitudinal studies using quantitative and qualitative techniques are required to understand the changes in the three variables over time. The cross-sectional studies lead to avoiding the correct perception of undergraduates. Therefore, the real feelings of the respondents may not be received during the cross-sectional period. Another limitation of the study is the time constraint. Even though the objectives of this study have been achieved, the accuracy and quality of the study can be improved if the study can be carried out for a longer time to collect the data. When the sample size is getting larger, more valid and representative data can be collected.

Another limitation of the study is the data may be low accurate as it depends on the understanding ability of undergraduates who are engaged in the sample. Since the concepts of strategic self- management and self-leadership are not very familiar to the considerable amount of undergraduates in Sri Lanka. A Google form questionnaire was used as the data collection method in the study.

In addition, this study has also collected the demographic data of the respondents which include academic field, gender, age, residential district and monthly family income. The influence of demographic factors has not been considered. However, different family income backgrounds of the undergraduates might have different influences on practicing strategic self-management, self-leadership and time management. The demographic profile might have an impact on the psychological and physiological behaviors, needs and knowledge that affect the result of the individual perception regarding strategic self-management, self-leadership and time management and then academic success.

The final limitation is that this study has tested the moderating effect of self-leadership, time management practices on the relationship between strategic self-management and academic success of undergraduates in the Sri Lankan context, there is a lack of research studies on the moderating effect of self- leadership, time management practices on the relationship between strategic self-management and academic success of undergraduates.

6.3. Recommendations for future studies

This study focused to investigate the impact of strategic self- management practices, self-leadership and time management practices on the academic success of undergraduates in Sri Lanka. However, the study could be expanded to private universities in Sri Lanka to have a comparative picture of how strategic self-management practices, self-leadership and time management practices of undergraduates in private and state universities affect their academic success. Although the study is aimed atfinal-year management undergraduates, future research studies can be extended to other faculties in a university. The data collected from different faculties may differ in the relative significance of the independent variables (Strategic self- management practices, Self-leadership, Time management practices).

Furthermore, future research studies can be conducted to identify the impact of strategic self-management practices, self- leadership and time management practices of undergraduates in different academic years on their academic success. Finally, since there is a gap in research studies focusing on the moderating effect of self-leadership and time management practices on the relationship between Strategic self-management practices and academic success in the global context, future studies can be conducted considering the directions of the moderating effects of self-leadership and time management practices in different educational contexts.

APPENDIX

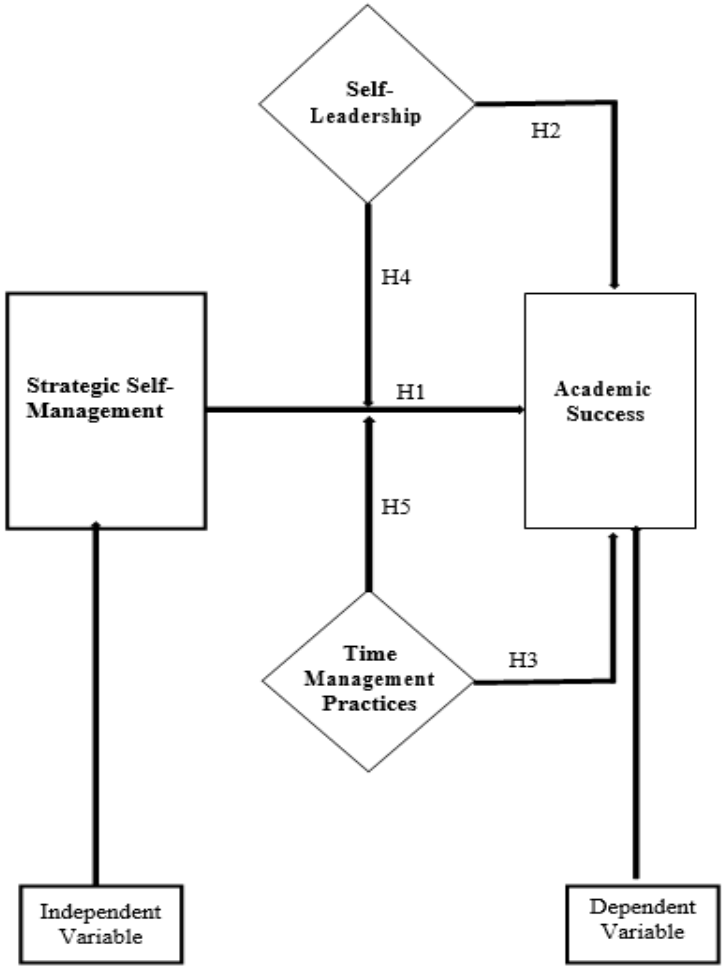

Figure 1: The conceptual framework
Source: Authors developed

Table 1: Normality tests for variables

Variables	Skewness	Kurtosis
Strategic self-management	-0.263	-0.307
Self-leadership	-0.281	-0.306
Time-management practices	-0.151	-0.310
Academic success	-0.260	-0.717

Source: Survey data, 2022

Table 2: Frequency of responses

	Frequency	Percentage
Academic field		
Accountancy	09	1.9%
Business Administration	78	16.3%
Economics	33	6.9%
Human Resource Management	301	62.7%
Marketing	54	11.3%
Other	05	1%
Gender		
Male	120	25%
Female	360	75%
Age		
Less than 25 years	252	52%
25 years	84	18%
26 years	120	25%
27 years	24	5%
District of residence		
Anuradhapura	12	3%
Badulla	12	3%
Batticaloa	12	3%
Colombo	132	28%
Galle	72	15%
Gampaha	24	5%
Hambantota	24	5%
Kalutara	12	3%
Kandy	48	10%
Kurunegala	48	10%
Matale	12	3%
Matara	12	3%
Nuwara Eliya	12	3%
Puttalam	12	3%
Ratnapura	36	8%
Family income level (Monthly)		
Below Rs. 50,000	192	40%
Between Rs. 50,000-60,000	36	8%
Between Rs. 60,000-70,000	84	18%
Between Rs. 70,000-80,000	72	15%

Source: Survey data, 2022

Table 3: Reliability analysis

Variables	Cronbach's AlphaValue
Strategic self-management	0.983
Self-leadership	0.947
Time-management practices	0.973

Source: Survey data, 2022

Table 4: Correlation analysis

Variables	Pearson Correlation Coefficient	Sig.Value
Strategic self-management	0.939	0.000
Self-leadership	0.919	0.000
Time-management practices	0.951	0.000

Source: Survey data, 2022

Table 5: Regression analysis

Variables	Coefficients (Beta)	Sig. Value	The decision forthe Hypothesis
Strategic self-management	0.731	0.000	Accepted
Self-leadership	0.735	0.000	Accepted
Time-management practices	0.606	0.000	Accepted

Source: Survey data, 2022

Table 6: ANOVA (moderating variable - self-leadership)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	464.976	1	464.976	3543.457	0.000[b]
	Residual	62.724	478	0.131		
	Total	527.700	479			
2	Regression	466.202	2	233.101	1808.021	0.000[c]
	Residual	61.498	477	0.129		
	Total	527.700	479			

Source: Survey data, 2022

Table 7: Coefficients (moderating variable - self-leadership)

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.731	0.073		-10.075	0.000
	Total_SSM	1.203	0.020	0.939	59.527	0.000
2	(Constant)	-0.558	0.091		-6.115	0.000
	Total_SSM	1.142	0.028	0.891	40.496	0.000

Source: Survey data, 2022

Table 8: ANOVA (moderating variable – time management practices)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	464.976	1	464.976	3543.457	0.000[b]
	Residual	62.724	478	0.131		
	Total	527.700	479			
2	Regression	466.881	2	233.440	1830.851	0.000[c]
	Residual	60.819	477	0.128		
	Total	527.700	479			

Source: Survey data, 2022

Table 9: Coefficients (moderating variable - time management practices)

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.731	0.073		-10.075	0.000
	Total_SSM	1.203	0.020	0.939	59.527	0.000
2	(Constant)	-0.510	0.092		-5.568	0.000
	Total_SSM	1.123	0.029	0.876	39.061	0.000

Source: Survey data, 2022

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