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

ABSTRACT

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