

# Evaluation of Students' Self-management and Academic Achievement in the University of Baghdad

Basima J. Jasim

*Instructor, Al-Kindy College of Medicine, University of Baghdad*

## Abstract

**Objective(s):** To evaluate university students' self-management and academic achievement; to compare between these students relative to their self-management and academic achievement; and to determine the relationships between these students' self-management, academic achievement and their socio-demographic characteristics in the University of Baghdad. For the period of November 2<sup>nd</sup> 2018 to May 30<sup>th</sup> 2019.

**Methods:** A descriptive design, using the evaluation and comparison approaches, is employed throughout the study. Two self-evaluation questionnaires are constructed for the purpose of the presents study. Content validity and internal consistency reliability are determined for the study instruments through a pilot study. A non-probability, purposive sample, of (80) university students is selected from the Medical Colleges, College of Engineering, College of Sciences and College of Education in the University of Baghdad. Data are collected through the use of the study instruments and the structured interview technique as means for data collection for the period of February 21<sup>st</sup> 2019 to March 20<sup>th</sup> 2019. Data are analyzed through the application of the descriptive statistical data analysis approach which includes frequency, percentage, mean, total score and range and inferential statistical data analysis approach of Analysis of Variance and Multiple Linear Regression.

**Results:** The study depicts that most of the college students experience fair to good level of self-management and good level of academic achievement.

**Conclusion:** The study concludes that students do not present differences in their self-management and academic achievement. Self-management is affected by students' gender and education and academic achievement is influenced by students' socioeconomic status

**Key Words:** *Evaluation, Comparison, Self-management, Academic Achievement, University of Baghdad.*

## Introduction

Self-management is a key assistant for all learning (for children and adults!) for both materials and academic courses, and other content areas, or skills. Self-management allows students to follow through plans to complete the tasks, and study of the tests, and continue to focus in the classroom. In adults, it is important that the objectives of access in the field of learning, such as the development of new professional skills <sup>(1)</sup>. Self-management helps students become successful learner. It refers to the strategies, techniques and methods that we use to guide the activities and behaviors effectively when it comes to the study, including self-management, setting goals, planning and time management. Self-

management is an essential skill that will help them throughout their lives <sup>(2)</sup>. Students should be invited to the learning management process in the classroom. Here are some of the tools used by many teachers to enable students to self-management <sup>(3)</sup>. It found self-management techniques to be more effective in student behavior management interventions mediated by the teacher. When self-management strategies are related to behavioral interventions and equal Functionally, the students increased the amount of time in the job, and showed social behaviors more convenient, and completed more tasks. Self-management interventions for student self-monitoring include: notes both the students and records the target behaviors and self-assessment: It compares the performance / her with the

specified criteria and self-education student is directed oriented student behavior through the use of personal data and setting goals: Students set a target and create a personal commitment and guidance for progress towards this goal <sup>(4)</sup>. Academic achievement for students is the current level of student learning. More specifically, for the purposes of each student succeed in the accountability act (ESSA), academic achievement refers to the percentage of students in the school that meets their learning standards currently classroom level or beyond. This achievement is measured using tests at the state level in math and reading. Achievement is measured also by using assessments in the case of science, but will not be used scientific assessments of accountability under ESSA. Often measure the academic achievement of the students in terms of the semester or cumulative average point for graduates (GPA) or the number of courses or credit hours that have been completed <sup>(5)</sup>. Research concerned with the phenomenon of academic performance of students during the learning process based on the average score points (GPA). In this regard, students' ability to control the factors that affect the learning process, which is called academic self-management affected. A successful student is regarded as the one who is able to control the factors which influence their learning process. A study is conducted to verify the role of academic self-management in improving students' academic achievement. The quantitative methodology with a simple random sampling technique is employed. The total samples are (105) students of Padjadjaran University. The results show that (78%) of the subjects possessed high academic self-management, meaning that the majority of subjects used academic self-management to control factors which influence the learning process. The final model of academic self-management can be used in order to empower students to improve their academic achievement, so that they have capital to move forward and build their future <sup>(6)</sup>. Based on the early stated evidence, the present study ought to evaluate students' self-management and academic achievement at Colleges in the University of Baghdad.

### **Methodology**

A descriptive design, using the evaluation and comparison approaches, is carried throughout the present study to evaluate colleges students' self-management and academic achievement; to compare

between these students relative to their self-management and academic achievement; and to determine the relationships between these students' self-management, academic achievement and their socio-demographic characteristics in the University of Baghdad for the period of November 2<sup>nd</sup> 2018 to May 30<sup>th</sup> 2019. The study is conducted on students at Medical Colleges (Medicine, Dentistry, Pharmacy and Nursing), College of Engineering, College of Sciences, and Ibn Al-Rushud College of Education in the University of Baghdad. A "non-probability" purposive, sample of (80) university students, is selected. The sample is comprised of (20) students from Medical Colleges (Medicine, Dentistry, Pharmacy and Nursing), (20) students from College of Engineering, (20) students from College of Sciences, (20) students from Ibn Al-Rushud College of Education. It is consisted of (40) males and (40) females and (18-27) years old. Each student, who has participated in the present study, has signed a consent form for the agreement to be involved in the study and as prerequisite for the ethical consideration. Two questionnaires, Students' Self-management (21) items and Students' Academic Achievement (20) items, are constructed for the purpose of the study throughout review of relevant literature and consultation with a panel of experts. A pilot study is carried out from January 7<sup>th</sup> 2019 to February 20<sup>th</sup> 2019 to determine the internal consistency reliability and content validity of the study instruments. The internal consistency reliability of the questionnaires is determined through the use of split-half technique and the computation of Cronbach alpha correlation coefficient. A purposive sample of (20) student is gathered for the purpose of the reliability of the study instruments. The results indicate that the correlation coefficient is ( $r = 0.87$ ) for the self-management questionnaire and ( $r = 0.88$ ) questionnaire to the academic achievement questionnaire. Such scores reveal that the study instruments are adequately reliable measures for the concepts underlying the present study. Content validity of the study instruments is determined by panel of (12) experts. These experts are faculty members at the early mentioned colleges in the University of Baghdad. They are provided with copies of the questionnaires and asked to review and evaluate the study instruments for content clarity and adequacy. Their responses depict that the study instruments are valid measures for the phenomena underlying the study. Data are collected through the use

of the study instruments and the structured interview technique as means for data collection for the period of February 21<sup>st</sup> 2019 to March 20<sup>th</sup> 2019. Data is analyzed by applying descriptive statistical data analysis approach

which includes the frequency, percentage, mean, total score and range and inferential statistical data analysis approach which includes analysis of variance and multiple linear regression.

### Results

**Table (1): Overall Evaluation of the Colleges Students’ Self-management**

List	Levels	Frequency and Percentage
1	Poor (21–34.33)	4 (5%)
2	Fair (34.34–43.67)	30 (37.5%)
3	Good (43.68–63)	46 (57.5%)

This table depicts that most of the college students have experienced good level of self-management (57.5%) but more than one third of them have experienced fair level of self-management (37.5%).

**Table (2): Overall Evaluation of the Colleges Students’ Academic Achievement**

List	Levels	Frequency and Percentage
1	Poor (20–22.33)	0 (0.0 %)
2	Fair (22.34–34.67)	0 (0.0 %)
3	Good (34.68–60)	80 (100 %)

This table depicts that all of the colleges’ students have experienced good level of academic achievement (100%).

**Table (3): Analysis of Variance for the Comparison between Students Relative to Their Self-management**

Source of Variance		Sum of Squares	Df	Mean Square	F	Sig.
SMM	Between Groups	1149.633	11	104.512	1.752	0.218
	Within Groups	477.167	8	59.646		
	Total	1626.800	19			
SME	Between Groups	591.383	11	53.762	0.353	0.944
	Within Groups	1219.167	8	152.396		
	Total	1810.550	19			

**Cont... Table (3): Analysis of Variance for the Comparison between Students Relative to Their**

SMS	Between Groups	846.833	11	76.985	0.657	0.746
	Within Groups	937.167	8	117.146		
	Total	1784.000	19			
SMEDUC	Between Groups	495.667	11	45.061	0.506	0.854
	Within Groups	712.333	8	89.042		
	Total	1208.000	19			

SMM= Self-management of Medical Students, SME= Self-management of Engineering Students, SMS= Self-management of Sciences Students, SMEDUC= Self-management of Education Students, df= Degree of Freedom, F= F- statistics, Sig.= Level of significance at  $p \leq 0.05$

The results, from this table, reveal that there are no significant differences between self-management for students with regard to the type of total differences.

**Table (4): Analysis of Variance for the Comparison between Students Relative to Their Academic Achievement**

Source of Variance		Sum of Squares	Df	Mean Square	F	Sig.
AAM	Between Groups	1150.050	18	63.892	0.354	0.890
	Within Groups	180.500	1	180.500		
	Total	1330.550	19			
AAE	Between Groups	1072.050	18	59.558	0.191	0.966
	Within Groups	312.500	1	312.500		
	Total	1384.550	19			
AAS	Between Groups	957.300	18	53.183	0.879	0.700
	Within Groups	60.500	1	60.500		
	Total	1017.800	19			
AAEDUC	Between Groups	1465.500	18	81.417	0.563	0.801
	Within Groups	144.500	1	144.500		
	Total	1610.000	19			

AAM= Academic Achievement of Medical Students, AAE= Academic Achievement of Engineering Students, AAS= Academic achievement of Sciences Students, AAEDUC= Academic achievement of Education Students, df= Degree of Freedom, F= F- statistics, Sig.= Level of significance at  $p \leq 0.05$

Results are presented from this table that there were no statistically significant differences between the academic achievements of students with regard to the type of college.

**Table (5): The Relationship between Students’ Self-management and Their Socio-demographic Characteristics**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.395	6.342		8.262	0.000
	Gender	-8.624	2.441	-0.455	-3.533	0.001
	Education	3.661	1.147	0.432	3.192	0.002
	Socioeconomic Status	0.005	0.126	0.003	0.039	0.969
Dependent Variable: Self-management B= Regression Coefficient, Std. Error= standard error, t= T-test, Sig.= Level of Significance						

This table depicts that there is highly significant relationship between students’ self-management and their gender and education only and age is excluded out of the regression model.

**Table (6): The Relationship between Students’ Academic Achievement and their Socio-demographic Characteristics**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.861	9.824		3.345	0.001
	Gender	5.667	3.781	0.357	1.499	0.138
	Education	-0.407	1.777	-0.057	-0.229	0.819
	Socioeconomic Status	0.556	0.195	0.381	2.856	0.006

Dependent Variable: Self-management B= Regression Coefficient, Std. Error= standard error, t= T-test, Sig.= Level of Significance

This table indicates that there is highly significant relationship between students’ academic achievement and their socioeconomic status only and age is excluded out of the regression model.

## Discussion

Findings out of the data analysis indicate that most of the colleges' students have practiced fair to good level of self-management. Such findings are very obvious in the overall evaluation of colleges' students' self-management (Table 1). This can be interpreted in a fashion that the colleges' students have experienced this varied level of self-management as result of their inadequate background relative to such management. It has been reported that successful learner can achieve own learning goals through self-management. It denotes to approaches, procedures and methods that can be castoff to straight students' actions and performances efficiently. When it originates to study, self-management contains goal setting, planning and managing the time. Self-management is a main ability that will benefit students during their life <sup>(2)</sup>. Self-management helps students control impulses, set goals, and get organized so they can be strong self-motivators. Students who can regulate their emotions, control impulses and manage stress are more likely to identify goals and consistently meet them. The students have to be provided with goal-setting, the breadth and depth of research on the topic of self-management and how growing this skill can temper the current problem. Students will assess strategies that schools and other educators use to empower students with self-management mindsets and skills and tweak them so they are relevant to the classroom and students. While there are relatively simple self-management interventions, it is important to note that this course will not provide a cure-all methodology, but strategies and foundational knowledge to grow the students' self-management skills in the long term <sup>(7)</sup>. Findings out of the data analysis reveal that all of the colleges' students have experienced good level of academic achievement. Such findings are very noticeable in overall evaluation of colleges' students' academic achievement (Table 2). This can be justified in a manner that the colleges' students are well-oriented toward this achievement regardless to their educational background or colleges. Academic achievement is the current level of student learning. More specifically, academic achievement refers to the percentage of students in the school who meet the education standards currently classroom level or beyond. This achievement is measured using tests at the state level in math and reading. Achievement is measured also by using assessments in the case of science, but

will not be used scientific assessments of accountability under which ESSA. Why Does Academic Achievement Matter? A standards-based education system promotes equity by establishing a baseline of knowledge and skills that all students, regardless of their background, should master as part of their education. Measuring academic achievement provides key information about students' mastery of standards. Identifying schools where many students are struggling to achieve proficiency on state tests provides a reasonable starting point when searching for schools that would most benefit from support. Looking at academic achievement data in combination with other information helps to prioritize schools for support. More broadly, academic achievement for all students is one of the key goals of the public school system, and mastery of state standards provides students with useful skills for a fulfilling and productive life. While not all aspects of achievement can be efficiently measured and compared statewide, it is important to include some measurement of academic achievement when evaluating and prioritizing support for schools. The tests used to measure academic achievement are meant to provide system-level data about how schools, districts, and the state are functioning. An individual student's scores should not be used to determine, for example, which courses they can or cannot take during their K-12 years. Schools should look at multiple sources of student-level data when planning instruction and support for individual students <sup>(8)</sup>. Such comparison shows that there are no differences between colleges' students' self-management (Table 3) and academic achievement (Table 4). In general, such findings present evidence that these students almost share the same level of self-management and academic achievement regardless of differences in their area of study or specialty. Analysis of such relationship indicates that there is highly significant relationship between students' self-management and their gender and education (Table 5). Such findings can be explained in a mode that the better the students' education the well they perform self-management, as well as male and female students present different application of self-management through their study. There is also a very important relationship between the academic achievement of the students and their socioeconomic status (Table 6). This can be clarified in a way that the better the students' socioeconomic status the advanced their academic achievement. A study is

looking at the relationship between socio-economic status (SES) peer academic achievement and individual. Results of the study indicate that the social status of the family, peers, in particular, has a large independent and objective academic achievement on the impact of the individual, which is only slightly less than the social status of the family of the individual <sup>(11)</sup>.

### Conclusion

Most of the colleges' students experience fair to good level of self-management and good level of academic achievement probably due to their education and orientation. Colleges' students do not present differences in their self-management and academic achievement due to the level of their consciousness of such issues. Self-management, for students, is affected by their gender and education. Academic achievement is influenced by the students' socioeconomic status.

**Financial Disclosure:** There is no financial disclosure.

**Conflict of Interest:** None to declare.

**Ethical Clearance:** All experimental protocols were approved under the -Kindy College of Medicine, University of Baghdad, Iraq and all experiments were carried out in accordance with approved guidelines.

### References

1. Transforming Education (TE). What is Self-management? 2019.

2. Student Learning Development (SLD). Self-management. 2019; 1: 112-116.
3. Miller B. Tools for Student Self-management. Available at: <https://www.edutopia.org/blog/tools-for-student-self-management-andrew-miller>. 2019.
4. Rogers L. Tips for Student Self-management in Classroom. Available at: <https://aspergers101.com/self-management/>. 2019.
5. Minnesota Department of Education (MDE). Academic Achievement. 2017.
6. Kadiyono L, Hafiar H. The Role of Academic Self-management in Improving Students' Academic Achievement. 2017; 1: 5-10.
7. McEvoy K. Building Students' Self-Management Skills. 2019.
8. Department of Education (DOE). Academic Achievement. Available at: [file:///C:/Users/x c 9 b 7 n b p p 2 8 3 j 2 h r h m b y / D o w n l o a d s / Academic%20Achievement%20Summary](file:///C:/Users/x%20c%209%20b%207%20n%20b%20p%202%208%203%20j%202%20h%20r%20h%20m%20b%20y/Downloads/Academic%20Achievement%20Summary). 2017.
9. Zhang X. A Study on Influential Factors of College Students' Self-management Based on Grounded Theory. *Advances in Computer Science Research (ACSR)*. 2017; 76: 512-518.
10. Virtanen P, Nevgi A. Disciplinary and Gender Differences among Higher Education Students in Self-regulated Learning Strategies. *Educational Psychology*. 2010; 30(30): 1-8.
11. Caldas S, Bankston C. Effect of School Population Socioeconomic Status on Individual Academic Achievement. *The Journal of educational Research*. 2012; 112(11): 269-277.