Predicting Academic Performance through Time Management Skills and Academic Behaviors among University Students

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Abstract

The purpose of the study is to analyze and identify the effects of the variables on academic performance by time-management skills, academic procrastination, study practices, and academic motivation among university students. The study has applied quantitative approach with descriptive and causal research design. Data were collected from 454 respondents from four different universities using five-point Likert scale. Convenience sampling technique was used while collecting the data. The SPSS software was used to perform the data analysis. The results show that routine management skills, study habits and academic motivation exert a strong positive impact on academic performance, and academic procrastination has a negative impact on academic performance. The study concludes that good time management habit, regular studying and academic motivation can enhance academic performance whereas procrastination of academic activities may reduce achievement. The study has put emphasis on the need to initiate systematic study schedules, motivation schemes and time management training in universities in order to improve academic success of the students in terms of higher education in Nepal.

Keywords - Academic motivations, Academic performance, Academic procrastination, Routine management skills, Study habits

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1. Introduction

Time-Management is widely considered an essential skill influencing academic success and enhancing student satisfaction, self-efficacy across various academic disciplines among university students (Liu et al., 2004). AL-Hadithi and Abd (2024) stated that the relationship between time management skills and academic achievement had the strong positive relationship in the study conducted in Iraq University, supporting the notion that good study habits are related to good grades. MacCann et al. (2020) found that non-cognitive skills affect student's academic performance in great extent. Procrastination is directly linked to planning, avoidance behavior, and self-regulation of failure (Steel, 2007), and the procrastination involves individuals intentionally delaying tasks despite knowing the negative outcome. The consistency in the learning habits by the student develops a routine for academic preparation and performs well in academics (Chaudhary et al., 2025; Koper, 2014).

MacCann et al. (2020) state that motivated students are more likely to employ effective time management strategies, set academic goals, and maintain focus where they desire it, stick to planned schedules, and avoid procrastination. Motivation increases the effects of time management behavior and academic performance of the students (Liu et al., 2024). In Nepal, studies from the regional environments show that there is a positive impact on student performance from time management planning and prioritizing factors (K.C., 2025). According to Subramanian (2016), procrastination involves low self-regulation, forcing students to develop a study schedule. Training and workshops are also found to be enhancing their confidence, motivation, and performance in the case of management students (Gupta & Chitkara, 2018; Marahatta et al., 2015; Maharjan et al., 2024).

2. Literature Review and Hypothesis Development

Routine Management Skills

Routine Management skills refer to the ability of students for creating daily routines, academic activities, and maintaining scheduler for academic tasks (Credé & Kuncel, 2008). According to Britton & Tesser (1991), student who tends to have well developed schedule, prioritize task, and mange study habits are likely to achieve higher academic performance. Following proper routine management improves better academic outcome among university students (Zimmerman, 2002).

Academic Procrastination

Academic Procrastination involves delay in academic task and negative outcome in student's performance affecting academic achievements (Steel, 2007). According to Kim & Seo (2015), it is related to the poor time management, reduced motivation, and low consistency in academic performance. Procrastination can lead to the delay task completion, increase stress, decrease productivity, and reduce creativity (Grunschel et al., 2026).

Study Habit

Study habits are related with consistent practices and strategies use while learning, revising, taking notes, making study routines and finishing academic task (Credé & Kuncel, 2008). Strong study habits are directly affected to learning process and high academic performance (Koper, 2014). According to Muriuki et al. (2025), study habits are often predicting strong academic success than cognitive ability.

Academic Motivation

Academic motivation encourages students to engage in learning activities and purse academic goals (Chaudhary et al., 2024; Deci & Ryan, 2000). MacCann et al. (2020) state that motivation influence student to be consistence, effective and committed toward academic tasks. Motivational frameworks indicated that students who are motivated are more likely to improve academic performance (Ajzen, 1991).

Relationship between Variables

Routine Management Skills and Academic Performance

Routine Management Skills directly affect student's academic achievement and timely task completion (MacCann et al., 1990). Well organized structured routines and future-oriented planning also improve student's engagement towards studies and academic outcome (Häfner et al., 2014; Liu et al., 2024; Zuo et al., 2025). According to Zimmerman (2000), self-regulation theory can affect students' plans, and the way they monitor their time to meet their academic demands. According to Steel & König (2006), temporal motivation

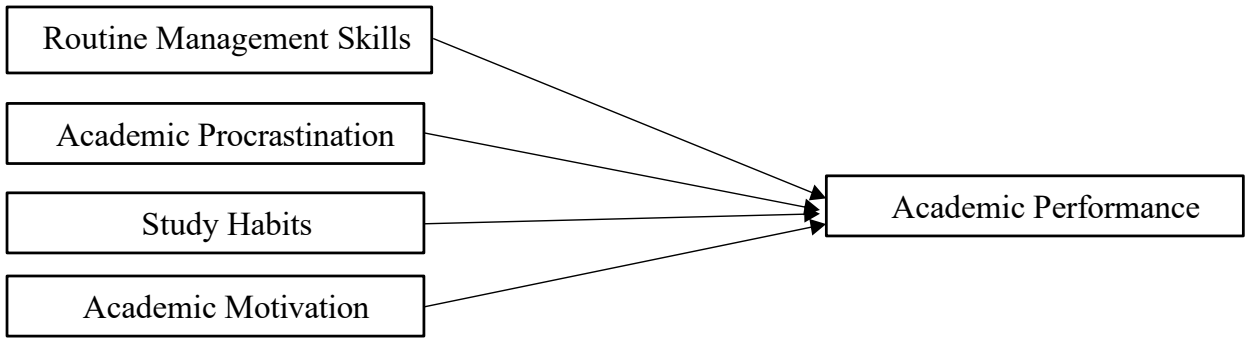
theory explains that organized scheduling reduces delay in task initiation. Based on the empirical evidence and theoretical background, the paper hypothesized that;
Hypothesis (H1): *There is a significant positive relationship between routine management skills and academic performance among university students.*

Academic Procrastination and Academic Performance
Academic Procrastination influence students to delay academic tasks leading to potential negative consequences, and experiencing higher academic stress (Steel, 2007; Kim & Seo, 2015). According to Tice & Baumeister (1997), self-control theory explains that students delay task when they prioritize immediate gratification over long-term academic goals. The Theory of Planned Behavior also suggests that weak behavioral intentions and low perceived control increase procrastination (Ajzen, 1991). Based on the empirical evidence and theoretical background, the paper hypothesized that;
Hypothesis (H2): *Academic procrastination is negatively associated with academic performance among university students.*

Study Habits and Academic Performance
Disciplined and strategical study behavior project successful academic performance among university students (Credé & Kuncel, 2008; Nonis & Hudson, 2010). Information Processing Theory state that better structured study habits and practices improves information flow leading to better learning outcomes (Entwistle & Ramsden, 1983). According to Veenman et al. (1983), Metacognitive Learning Theory explains that students who develop and organize strategies achieve better academic results. Based on the empirical evidence and theoretical background, the paper hypothesized that;
Hypothesis (H3): *Effective study habits and strategies are positively associated with academic performance among university students.*

Academic Motivation and Academic Performance
Strong academically motivated students show higher commitment to learning and achieve better academic outcome (Chaudhary et al., 2025; Komarraju et al., 2009). Self-Determination Theory explains that intrinsically motivated students show greater independence and engagement in learning activities (Deci & Ryan, 2000). According to Wigfield & Eccles (2000), Expectancy-Value Theory suggest that students who priorities their academic task believe they can succeed in academics. Achievement Goal Theory also highlights that mastery-oriented goals encourage deeper learning and long-term academic success (Elliot & McGregor, 2001). Based on the empirical evidence and theoretical background, the paper hypothesized that;
Hypothesis (H4): *Academic motivation has a significant positive effect on academic performance among university students.*

Figure 1
Conceptual Framework



Note. (Steel, 2007; Credé & Kuncel, 2008; Deci & Ryan, 2000)

3. Research Method

The study applied a quantitative approach with descriptive and causal research design. The study has used convenience sampling method to examine the impact of routine management skills, study habits, academic procrastination, and academic motivation on academic performance of university student in the Kathmandu Valley of Nepal. The data were collected from 454 students of four major universities [Tribhuvan University

(TU), Kathmandu University (KU), Purbanchal University (PU), and Pokhara University (PU)] within the Kathmandu Valley of Nepal.

The study was initially conducted a pilot test among 30 students to ensure the difficulty and validity of questionnaires. Total 600 questionnaires were distributed both personally visiting the respondents and online from June, 2025 to August, 2025. After sorting of data, only 454 responses were qualified to analyze for the study. The total population for the study was unknown, therefore Cochran's formula proposed (Cochran, 1977) to determine appropriate sample size. At 95% confidence level with 5% margin of error, the minimum recommended sample size was approximately 384 respondents. Data analysis was performed using IBM SPSS software (Version 20). Majority of the respondents were female 236 and male were 218. The maximum age group that participated in the study lied between the ages of 18 to 22.

Instrument/Measurements

The responses were measured on a five-point Likert scale of 35 items, ranging from 1= strongly disagree to 5= strongly agree. The questionnaire was divided into five key constructs, including Routine Management Skills, Study Habits, Academic Procrastinations, Academic Motivation and Academic Performance. Routine Management Skills were measured using seven items adapted from established Time Management Behavior Scale developed by Macan et al. (1990), assessing student's planning, prioritizing, and scheduling of academic tasks. A sample size includes *"I plan my daily academic tasks ahead of time"*. Academic Procrastination were measured using seven items adapted from established Academic Procrastination Scale proposed by Steel (2007), student's tendency to delay academic tasks, including *"I get distracted easily when I should be studying"*. Study Habits were measured using seven items adapted from Credé and Kuncel (2008), assessing regular review, study habits and learning strategies including *"I use study techniques such as summarizing or practice questions"*. Academic Motivation was measured using seven items developed by Deci and Ryan (2000), capturing student's extrinsic motivation toward learning, such as *"I am motivated to study because I want to achieve good grades"*. Academic Performance was measured using seven self-reporting items including *"I am satisfied with my overall academic performance"*. Items were tailored for Nepali University students and pilot-tested for clarity, consistency, and relevance. Higher scored indicated greater academic procrastination, low motivation or better academic performance.

4. Data Analysis and Results

Demographic Characteristics

Table 1

Respondent profile

Variables	Category	Frequency	Percentage
Age	below 18	56	12.3%
	18-22	201	44.3%
	22-26	156	34.4%
	above 26	41	9.0%
Gender	Male	218	48.0%
	Female	236	52.0%
Year of study	1st Year	147	32.4%
	2nd Year	129	28.4%
	3rd Year	91	20.0%
	4th Year	87	19.2%

Variables	Category	Frequency	Percentage
Course of Study	Management and Business	128	28.2%
	Science and Technology	187	41.2%
	Humanities and Social Science	101	22.2%
	Education	38	8.4%
Living Location	Inside Ring Road, Kathmandu	261	57.5%
	Outside Ring Road, Kathmandu District	193	42.5%
Commute Time	Less than 15 minutes	146	32.2%
	15–30 minutes	180	39.6%
	31–60 minutes	97	21.4%
	More than 60 minutes	31	6.8%
Study Residence	Hostel	145	31.9%
	With family	213	46.9%
	Rented room	96	21.1%
Transport Mode	Private Vehicle	145	31.9%
	Public Vehicle	239	52.6%
	Walking	63	13.9%
	Ride-sharing (Pathao/Yangoo/Indrive)	7	1.5%

Source: Author's Compilation

Reliability test

Table 2
Reliability test

Scale	Number of Items	Alpha (α)
Routine Management Skill	7	0.84
Academic Procrastination	7	0.82
Study Habits	7	0.83
Academic Motivation	7	0.82
Academic Performance	7	0.86

Table 2 shows the reliability test. The Cronbach's alpha values are well above 0.70 criteria. All the variables have high internal consistency, confirming that the measures were reliable for this study.

Table 3
Descriptive Statistics for key variables (N=454)

Scale	Mean	Std. Deviation
Routine Management Skill	3.18	0.66
Academic Procrastination	3.08	0.61
Study Habits	3.20	0.61
Academic Motivation	3.24	0.74
Academic Performance	3.23	0.77

The mean scores shows that students experienced moderate levels of Routine Management Skill (M=3.18, SD=0.65), Academic Procrastination (M=3.08, SD=0.61), Study Habits (M=3.20, SD=0.61), and Academic Motivation (M=3.24, SD=0.74), while overall Academic Performance was (M=3.23, SD=0.77).

Table 4
Correlation Analysis

	RM	APR	SH	AM	AP
RM	1				
APR	-.591**	1			
SH	.616**	-.557**	1		
AM	.685**	-.632**	.670**	1	
AP	.645**	-.608**	.618**	.745**	1

Academic Procrastination Skills (APR) showed strong negative correlations with academic procrastination (r = -.591), Study Habits (r = -.557), Academic Motivation (r= -.632), and Academic Performance (r = -.608), while the four types of variables were positively interrelated.

Regression Analysis

Table 5
Model Summary

Model	R	R-Squared	f	Sig(f)
Variable	0.784	0.614	178.557	0.000[b]

The model showed a correlation (R = 0.784) and R-squared is 0.614 which explained 61.4% of the variance in the dependent variable ($R^2 = 0.614$).

Table 6
Regression Analysis

Hypothesis	Regression Weights	Beta Coefficient	t-value	p-value
H1	RM→AP	.755	17.933	0.000
H2	APR→AP	-.798	-16.280	0.000
H3	SS→AP	.782	16.725	0.000
H4	AM→AP	.779	23.710	0.000

All four hypotheses were supported, showing that routine management skill (β=0.755), academic procrastination (β=–0.798), study habit (β=0.782), and academic motivation (β=0.779) significantly and negatively predicted academic performance by academic procrastination (p<.00).

Hypothesis Testing

Table 7
Hypothesis testing

S.N.	Hypothesis	Results
H_1	There is a significant positive relationship between routine and time management skills and academic performance among university students.	Accepted
H_2	Academic procrastination is negatively associated with academic performance among university students.	Accepted
H_3	Effective study habits are positively associated with academic performance among university students.	Accepted
H_4	Academic motivation has a significant positive effect on academic performance among university students.	Accepted

All four hypotheses were accepted, confirming that routine management skills, study habit and academic motivation each have a significant positive and academic procrastination has negative impact on student's academic performance.

5. Discussion

The study aims to examine the influence of time-management skills, academic procrastination, study practices, and academic motivation on the academic performance of university students. From the study of 454 university students in the Kathmandu valley, it shows that routine management skills, study habits, and academic motivation has positive impact whereas academic procrastination has negative impact on academic performance among university students. This finding is supported by the findings of Tao et al. (2025) that self-regulatory learning, time management and goal setting give positive results to the academic performance.

The regression analysis shows 61.4% of the variance in academic performance, given an idea of that study habits show strong impact (r=0.782), followed by academic motivation (r=0.779), and routine management skills (r=0.755), whereas academic procrastination (r=-0.798) shows a negative effect on the academic performance. This result is supported by the prior research which shows the procrastination reduces performance leading to poor academic outcome (Steel, 2007). This study shows Nepali students' positive impact on their performance have well developed routine management skills, study habits, and academic motivation while avoiding procrastination (K.C., 2025; Marahatta et al., 2015; 2017; Paudel, 2021).

6. Conclusion

This study seeks to identify and analyze the effects of time-management skills, academic procrastination, study practices, and academic motivation on the academic performance of university students. This study supports that routine management skills, academic procrastination, study habits and academic motivation significantly affect the academic performance of the university students in the Kathmandu valley. Students having proper plans and learning strategic can organize their academic activities and achieve higher academic success. Procrastination negatively affects academic progress by delaying tasks and reducing productivity and motivation to study. Effective time management and behavior helps reduce academic stress and improve overall performance of the student toward academic performance.

7. Implications

Theoretical Implications
This study attempts to fill the gap in the academic and behavioral theories by examining how time management skills, study habit, academic procrastination and academic motivation affect the academic performance of university students. The results show different supportive theories such as Self-Regulated Learning Theory, Time Management Theory, Theory of Planned Behavior, and Control Theory of Self-Regulation. Having primary data source from university of Nepal, the theories are applicable for the context of Nepal.

Managerial Implications

This research aims to acknowledge ways to improve academic performance of the university students among universities, educators and policymakers. Organizing, time-management, study-habits, and workshops can improve student's planning and prioritizing academic task effectively. Providing proper counseling and motivation can encourage students towards studies and avoid procrastination. Professors can influence and encourage students by helping them develop strong structured plans and strategies for better self-management skills, which can improve their academic performance.

8. Limitations and Direction for Future Research

This study is conducted on university students within the Kathmandu valley of Nepal only, which may limit data collection from another regions of Nepal. The cross-sectional design makes it difficult to collect change in data over time or establish strong causal relationships. The data were collected based on the self-reporting questionnaires which may cause response bias. Only four factor including routine management skills, academic procrastination, study habits and academic performance were used while other potential variables influencing academic performance weren't included. Future researchers could use longitudinal designs, include additional variables, and compare different university within and out of the Kathmandu valley for more clear view of academic performance within the context of Nepal.

Conflict of Interest

The author has no conflict of interest while preparing this article.

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