

# Implementation Of Management Strategy For Private Higher Education In Palopo City

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## Abstract

The objective of this study was to examine the implementation of educational strategies in private higher education institutions located in Palopo City. The study specifically focused on evaluating student perceptions, awareness, alignment, satisfaction, demographic variances, and identifying potential areas for improvement. A quantitative research methodology was utilized in this study, employing surveys that were distributed to a representative sample of students from multiple institutions in Palopo City. The survey instrument comprised of closed-ended and Likert-scale questions, which were utilized to evaluate student perceptions and experiences pertaining to the implementation of educational strategies. Furthermore, demographic data was also gathered. The examination of survey data utilizing the Statistical Package for the Social Sciences (SPSS) unveiled that students exhibited a notable degree of consciousness, robust congruence, and elevated contentment with educational methodologies. Significant demographic disparities were noted, as STEM students and senior individuals exhibited a lower level of apprehension. Recommendations for improvement encompass the enhancement of technology infrastructure, the augmentation of community engagement, and the enhancement of career readiness components. The research findings illustrate the significance of effective communication, congruence with academic programs, and the prioritization of student satisfaction in the management of educational strategies. Developing tailored strategies to address the diverse needs of student populations and cultivating a culture of continuous improvement are of utmost importance for the successful implementation of strategies in private higher education institutions located in Palopo City.

**keywords:** Management, Strategy, Private Higher Education.

## INTRODUCTION

Situated in the picturesque region of South Sulawesi, Indonesia, lies the captivating urban enclave of Palopo City. This locale boasts a flourishing and dynamic private higher education sector, which assumes a pivotal role in fostering the educational progress of the surrounding area. In the past few years, this enchanting urban center has experienced a notable upswing in the emergence of privately-owned institutions of higher learning, commonly known as "perguruan

tinggi swasta" in the vernacular, mirroring a larger-scale phenomenon across the country characterized by heightened opportunities for tertiary education. The exponential growth of these establishments can be attributed to the escalating need for advanced education, as an increasing cohort of students actively pursues exceptional scholarly curricula and a wide array of educational prospects (Budden, 2016). The private higher education sector in Palopo encompasses a diverse array of academic

disciplines, spanning from the realms of business and engineering to the realms of arts and social sciences. This sector proudly offers an extensive selection of undergraduate and postgraduate programs, ensuring a comprehensive educational experience for aspiring scholars. Within the context of a fiercely competitive educational environment, institutions endeavor to set themselves apart by formulating and executing efficacious educational strategies that afford students a holistic and all-encompassing educational journey.

Palopo City boasts a rich tapestry of private higher education institutions, each distinguished by its unique characteristics in terms of size, scope, and mission. This vibrant landscape encompasses both venerable establishments with a longstanding legacy and nascent institutions that have recently emerged onto the educational scene. Every educational institution endeavors to harmonize its pedagogical approach with its distinct mission and goals, catering to the specific requirements and ambitions of its student populace and the surrounding community (Hyland & Merrill, 2003). The urban landscape is adorned with esteemed private institutions of higher learning, which place great emphasis on the seamless amalgamation of industry-relevant proficiencies, scholarly investigations, and active involvement with the community, all meticulously woven into the fabric of their curricula. The palpable dedication to nurturing local and regional progress is evident, as numerous establishments actively collaborate with local stakeholders, enterprises, and governmental bodies to enhance the social and economic welfare of Palopo and its environs.

The educational milieu of Palopo's private higher institutions operates harmoniously within the established regulatory framework of Indonesia's higher education system. These esteemed institutions dutifully comply with both national and regional regulations, while simultaneously

endeavoring to foster academic autonomy and cultivate a spirit of innovation. The ever-evolving nature of this environment provides an exceptional prospect for scholarly inquiry, as it affords a comprehensive exploration of the complexities, possibilities, and consequences associated with the application of educational methodologies within the specific parameters of the immediate surroundings (Allioui & Mourdi, 2023). Matters pertaining to the guarantee of equitable access to education of high caliber, the augmentation of curriculum pertinence, and the effective response to the distinctive exigencies of the labor market are all of paramount significance for these educational establishments.

In the pursuit of academic excellence, private higher education institutions in Palopo City are steadfastly navigating intricate dynamics to fulfill their noble mission of imparting a superior education. Consequently, this study endeavors to delve into the present condition of education strategy management within these esteemed institutions. Through a comprehensive analysis of the strategies employed, the challenges encountered, and the consequential impact of their endeavors, this research endeavor aims to illuminate the dynamic and evolving role that private higher education institutions play within the educational and socio-economic fabric of Palopo. Furthermore, this research makes a valuable contribution to the wider discourse surrounding the management of educational strategies within the Indonesian context. It provides valuable insights that have the potential to shape future policy-making, institutional approaches, and scholarly investigations. In this inquiry, our aim is to delve into the intricate dynamics between private institutions of higher education and the socio-cultural tapestry of Palopo City. By doing so, we aim to shed light on the profound importance of these educational establishments in propelling academic progress and fostering local growth.

The private higher education panorama in Palopo City serves as a quintessential representation of the prevailing patterns observed within Indonesia's higher education domain. In light of ongoing demographic transformations and the escalating demand for higher education, the private sector assumes a crucial and indispensable role in addressing the educational requirements of the nation's inhabitants (Cohen & Kisker, 2009). It is imperative to acknowledge the inherent significance of private institutions, as they frequently demonstrate a remarkable capacity for flexibility, adaptability, and innovation in addressing the diverse educational needs prevalent within local and regional contexts.

These esteemed establishments frequently encounter unique obstacles, encompassing the realms of financial viability, fierce competition for student recruitment, and adherence to ever-evolving regulatory benchmarks. Nevertheless, their unwavering determination and aptitude for delivering unparalleled educational experiences have been prominently showcased. The presence of diverse institutions within the higher education sphere bestows a wealth of academic options upon students, thereby fostering the holistic advancement of the surrounding region (Arbo & Benneworth, 2007).

The private higher education milieu in Palopo City can be regarded as a microcosm that encapsulates the dynamic transformation occurring within Indonesia's higher education domain. The aforementioned institutions hold a paramount position as key contributors to the educational and socio-economic progress of the region. According to Wolters & Brady (2020) The strategic management methodologies assume a pivotal role in determining the caliber of education and the future prospects of students. The primary objective of this study is to offer a holistic comprehension of the various strategies employed by private institutions of higher

learning in Palopo. Additionally, it seeks to shed light on the obstacles encountered by these institutions and the subsequent ramifications they have on the local community. Through this endeavor, it aims to provide significant contributions to the ongoing dialogue surrounding the management of education strategies and the impact of private higher education institutions in facilitating equitable access to high-quality education and promoting regional advancement. The present inquiry possesses the capacity to enlighten policy deliberations, steer institutional methodologies, and establish a foundation for forthcoming scholarly investigations (Huber & Shipan, 2002). Ultimately, this endeavor will contribute to the perpetual advancement and maturation of higher education in Palopo City and the broader context of Indonesia.

Strategic management plays a vital role in the sustenance and growth of higher education institutions, serving as the driving force that navigates them through the dynamic and ever-changing educational terrain (Clinciu, 2023). In this ever-changing landscape marked by fluctuating population trends, rapid technological progress, financial limitations, and evolving student demands, the significance of strategic management cannot be exaggerated. The framework in question serves as a fundamental structure that enables institutions to effectively navigate a myriad of challenges, while also capitalizing on potential opportunities, thereby guaranteeing their ongoing significance and long-term viability. Within the confines of this introductory discourse, we embark upon a comprehensive exploration of the intricate significance of strategic management within the realm of higher education. Our attention is directed towards its pivotal function in nurturing excellence, augmenting student outcomes, and making substantial contributions to the wider spheres of societal and economic advancement.

According to Rumbley et al. (2012) strategic management plays a pivotal role in the realm of higher education by harmonizing the mission and vision of educational institutions with the dynamic and evolving demands of students, industries, and communities. This enables institutions to cultivate and execute strategic initiatives that guarantee the continued relevance, efficacy, and adaptability of their educational offerings in alignment with the dynamic requirements of the labor market. The alignment between the institution and its students not only serves as a magnet, drawing in and keeping students engaged, but also fosters a sense of assurance in the institution's capacity to equip graduates with the requisite expertise and acumen essential for thriving in their professional endeavors.

Moreover, the implementation of strategic management practices empowers higher education institutions to optimally allocate resources, particularly in situations where resources are limited. By means of astute strategic planning, these esteemed institutions possess the ability to judiciously allocate resources towards crucial domains such as faculty enrichment, infrastructure enhancement, research endeavors, and bolstering student support services. The implementation of optimization strategies not only serves to elevate the caliber of education but also assumes a pivotal function in safeguarding the long-term financial viability of educational institutions.

Within the dynamic realm of higher education, the practice of strategic management serves as a catalyst for cultivating a milieu characterized by innovation and adaptability within academic institutions. In light of the ever-evolving demands of a knowledge-based economy and the transformative influence of technology on pedagogy, educational institutions are compelled to maintain a state of agility. The implementation of a meticulously devised strategy enables

educational institutions to discern nascent patterns, explore novel pedagogical approaches, and adopt technological resources to augment the educational journey (Leidner & Jarvenpaa, 1995).

At the heart of strategic management lie the fundamental principles of quality assurance and continuous improvement. This initiative fosters the cultivation of mechanisms aimed at evaluating, tracking, and augmenting the caliber of education. The unwavering dedication to quality assurance instills a sense of assurance among students and stakeholders, affirming the institution's unwavering commitment to delivering an exceptional educational encounter. Consequently, this fosters heightened confidence and cultivates a robust standing within the academic community.

At the core of higher education lies the paramount objective of fostering the triumph and accomplishment of its students. Strategic management places utmost importance on prioritizing student outcomes, encompassing critical factors such as graduation rates, employability prospects, and overall satisfaction. Through the implementation of strategic initiatives aimed at optimizing the student experience and fostering holistic support systems, educational institutions can effectively fulfill their core mission of imparting knowledge and skills, thereby equipping graduates with the necessary tools to make substantial and impactful contributions to society.

Strategic management acknowledges the significant contribution that higher education institutions make in nurturing community development and fostering economic growth (Durand et al., 2017). These esteemed establishments frequently function as epicenters for scholarly inquiry, groundbreaking advancements, and the cultivation of intellectual and artistic pursuits. The strategies employed by individuals or organizations ought to demonstrate a profound dedication to their immediate

surroundings and neighboring regions. This can be achieved through active involvement with external stakeholders and forging partnerships with local industries, thereby making significant contributions to the rejuvenation of the economy and fostering a more resilient knowledge-based society.

In order to ensure adherence to established benchmarks and showcase institutional efficacy, accreditation bodies and governmental entities assume the responsibility of holding educational institutions accountable. The implementation of strategic management practices not only facilitates the attainment of institutional accreditation but also enables organizations to surpass the mere fulfillment of minimum requirements. By assuming these roles, they establish themselves as pioneers in the realm of education and scholarly inquiry, thereby captivating the interest of students and securing financial support.

The significance of strategic management in the realm of higher education is unequivocal. The compass metaphorically represents a crucial role played by this entity in steering institutions towards their educational objectives. By doing so, it guarantees their continued relevance, efficiency, and impact. In an epoch characterized by swift transformations and fierce rivalries, the practice of strategic management emerges as the bedrock of achieving eminence, fostering ingenuity, and cultivating adaptability. Institutions are endowed with the remarkable capability to adapt to the ever-changing demands of students, thereby facilitating their intellectual growth and fostering their holistic development. Moreover, these institutions play a pivotal role in propelling the boundaries of knowledge, making invaluable contributions to the betterment of society and the flourishing of the economy. The primary objective of this research endeavor is to delve into the pragmatic implementation of strategic management within the realm of private

higher education institutions situated in the captivating locale of Palopo City, Indonesia. Furthermore, this study seeks to discern the profound repercussions that ensue as a result of such strategic management practices on the indigenous educational panorama.

## METHODS

This study utilized a quantitative research design to systematically collect and analyze data pertaining to the implementation of education strategy management in private higher education institutions located in Palopo City. The objective of the study was to conduct a systematic and empirical analysis of the phenomena being investigated. The collection of data was predominantly achieved by distributing surveys to a representative sample of students enrolled in diverse private higher education institutions located in Palopo City. The survey questionnaire comprised a combination of closed-ended and Likert-scale questions, specifically formulated to evaluate student perceptions, satisfaction, and experiences pertaining to the implementation of educational strategies. The survey also encompassed inquiries pertaining to demographic information in order to establish a contextual framework. The researchers employed a stratified random sampling methodology in order to guarantee a comprehensive and varied inclusion of students hailing from various educational institutions and academic fields. The objective of this approach was to reduce bias and improve the generalizability of the results. The quantitative data acquired from the surveys underwent statistical analysis utilizing software such as SPSS (Statistical Package for the Social Sciences). The data was summarized using descriptive statistics, specifically frequencies, means, and standard deviations. In this study, inferential statistical methods were utilized to investigate relationships, test hypotheses, and derive significant conclusions. These methods encompassed t-tests and regression analysis.

## RESULTS AND DISCUSSION

The research findings regarding the examination of educational strategies in private higher education institutions in Palopo City were obtained through the analysis of data collected via surveys administered to a diverse and representative sample of students from multiple institutions within the city. The survey

questionnaire included a variety of closed-ended and Likert-scale questions. These questions were carefully crafted to assess students' perceptions, levels of satisfaction, and experiences regarding the implementation of educational strategies in their respective institutions. In order to establish a comprehensive contextual backdrop, demographic information was also requested.

**Table 1. Perceptions of Education Strategy Implementation**

Perceived Aspect	Mean Score	Standard Deviation
Awareness and Understanding	4.32	0.65
Alignment and Relevance	4.56	0.52
Student Satisfaction	4.68	0.45

The following table presents the average scores and standard deviations pertaining to different facets of education strategy implementation, as perceived by the participants of the survey. The table presents a concise overview of the students' perspectives in three significant domains. According to the data presented in the table, it can be observed that students, on average, assigned a rating of 4.32 to their level of awareness and comprehension regarding the educational strategies. The observed standard deviation of 0.65 implies that the majority of students' responses were in proximity to the mean score, indicating a relatively uniform level of awareness and comprehension among the participants of the survey. The students exhibited a strong perception of the alignment and relevance of educational strategies to their respective fields of study. The average score for alignment and relevance was 4.56, accompanied by a standard deviation of 0.52. This indicates that, on average, students perceived a strong alignment between the strategies and their academic programs, and

their responses exhibited minimal variability. The data indicates that student satisfaction exhibits a significantly elevated mean score of 4.68, thereby implying a notable degree of contentment with the employed educational methodologies. The obtained standard deviation of 0.45 suggests that the responses of the students were tightly clustered around a high level of satisfaction, indicating a consensus among the surveyed individuals.

Table 1 presents a comprehensive summary of the perceptions of the surveyed students regarding the implementation of educational strategies within their respective institutions. The findings suggest that, on average, students expressed a satisfactory level of awareness and comprehension, a significant correlation and applicability, and a high degree of contentment with the educational approaches. The data pertaining to standard deviations indicates that the perceptions expressed by the students who took part in the survey were relatively uniform.

**Table 2. Regression Analysis for Concerns**

Demographic Variable	Coefficient	Significance
Field of Study (STEM)	-0.34	$p < 0.05$

Year of Study (Seniors)	-0.28	p < 0.05
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The presented table presents the outcomes of a regression analysis that investigates the correlation between demographic variables and the concerns articulated by the surveyed students in relation to the implementation of educational strategies. The table presents information regarding two distinct demographic variables, namely Field of Study (STEM) and Year of Study (Seniors). The coefficients associated with these variables are provided, which serve to indicate the magnitude and direction of their impact on students' concerns. The initial column designates the demographic variable as "Field of Study (STEM)." The coefficient value of -0.34 indicates a negative correlation between enrollment in a STEM field of study and the expression of concerns regarding the implementation of educational strategies. Put simply, students pursuing studies in STEM disciplines exhibited a lower propensity to voice apprehensions pertaining to limitations in resources and support services for students, when compared to their counterparts in non-STEM fields. The presence of "p < 0.05" in the "Significance" column denotes that the observed relationship possesses statistical significance. The demographic variable in the second column is identified as "Year of Study (Seniors)." The coefficient value of -0.28 indicates a negative correlation between seniority as a student and the expression of concerns. Senior students exhibited a lower propensity to express their concerns in comparison to their junior counterparts. Just like the previous variable, this relationship exhibits statistical significance with a p-value less than 0.05. Table 2 displays the outcomes of a regression analysis that aids in comprehending the impact of particular demographic variables on students' apprehensions regarding the implementation of educational strategies. The presence of negative coefficients in both the Field of Study (STEM)

and Year of Study (Seniors) variables suggests that individuals belonging to these demographic groups are less inclined to voice their concerns. Moreover, this relationship exhibits statistical significance. The aforementioned findings offer valuable insights into the potential influence of various student demographics on their perceptions and concerns pertaining to the management of educational strategies.

Within the domain of higher education, strategic management holds a crucial role as an essential instrument for institutions that aspire to adjust, excel, and maintain relevance within an ever-changing educational environment. The present discussion section examines the principal findings of our study regarding the execution of educational strategies in private institutions of higher learning in Palopo City. Additionally, this study situates these findings within the framework of prior research, emphasizing the significant contributions and potential for ongoing enhancement in the management of educational strategies.

### **Awareness and Understanding of Education Strategies**

The findings of our research indicate that the students who participated in the survey exhibited a noteworthy degree of awareness and comprehension regarding the educational strategies implemented within their respective institutions. The obtained mean score of 4.32 and the corresponding standard deviation of 0.65 indicate a notable level of consistency and widespread awareness among the student population. This discovery is consistent with previous research that has highlighted the significance of effective communication and openness in distributing institutional strategies (Smith & Tyler, 2011).

The incorporation of prior research highlights the imperative for institutions to uphold transparent and inclusive avenues of communication in order to guarantee that educational strategies are comprehended and embraced by their student cohorts. When students possess knowledge of these strategies and have a clear understanding of their objectives, they are more inclined to actively participate in and endorse the mission of the institution.

### **Alignment and Relevance of Education Strategies**

Our research has revealed that students have a strong perception of alignment and relevance between education strategies and their chosen fields of study. This is evident from the high mean score of 4.56 and the relatively low standard deviation of 0.52. This discovery aligns with prior research conducted by Johnson (2020), which emphasized the significance of congruity between institutional strategies and academic programs in order to augment student engagement and outcomes.

The incorporation of previous research strengthens the importance of customizing educational strategies to suit the specific requirements and goals of academic programs. It is imperative for educational institutions to persist in cultivating this alignment in order to ensure that students acknowledge the explicit correlation between their academic pursuits and their prospective professional opportunities.

### **Student Satisfaction**

One of the most significant findings of our study was the considerable level of student satisfaction with the implemented educational strategies, as indicated by a mean score of 4.68 and a relatively low standard deviation of 0.45. This finding highlights the beneficial effects of carefully designed educational strategies on students' academic experiences. The aforementioned observation is consistent with the results of an

extensive meta-analysis carried out by Saori, et al., (2023) which underscored the robust association between student satisfaction and the successful execution of strategies.

The incorporation of prior research underscores the significance of placing student satisfaction as a priority in the management of educational strategies. Institutions ought to persist in developing strategies that not only fulfill academic objectives but also augment the comprehensive student experience. A contented student population has the potential to generate favorable verbal endorsements, increased enrollment rates, and an enhanced institutional standing.

### **Demographic Variances and Concerns**

The present study utilized regression analysis to ascertain demographic disparities in student perceptions and concerns. It was observed that individuals pursuing studies in the fields of science, technology, engineering, and mathematics (STEM), as well as senior students, exhibited a decreased tendency to voice apprehensions regarding limitations in resources and the availability of support services for students. The aforementioned findings are consistent with the research conducted by Dochy et al. (2005), which indicated variations in student perceptions depending on their academic discipline and year of study.

The incorporation of prior research highlights the significance of acknowledging and resolving the distinct requirements and apprehensions of various demographic cohorts. It is advisable for institutions to contemplate customizing their educational strategies in order to offer focused assistance and resources aimed at addressing the distinct challenges encountered by various student populations.

The incorporation of previous research underscores the importance of education strategies that are flexible and responsive,



incorporating a feedback mechanism to facilitate ongoing enhancements. It is imperative for institutions to proactively solicit and integrate feedback from students and stakeholders in order to refine and augment their strategies.

the implementation of educational strategies in private higher education institutions in Palopo City highlights the significance of awareness, alignment, and student satisfaction in the successful management of strategies. The results of this study align with prior research, underscoring the importance of effective communication, customized tactics, and student-centered methodologies. By taking into account the findings of this research and expanding upon the knowledge gained from prior studies, institutions have the opportunity to further enhance their practices in managing education strategies. This will enable them to effectively address the varied needs of their student populations and promote a culture of educational excellence.

## CONCLUSION

The implementation of education strategies in private higher education institutions in Palopo City has yielded favorable results. The students demonstrate a commendable level of awareness regarding these strategies, as well as a strong perception of alignment with their academic programs. Additionally, they report high levels of satisfaction. The presence of demographic variances underscores the significance of customizing strategies to cater to distinct student groups. The aforementioned findings underscore the imperative for institutions to uphold transparent communication, guarantee congruence with academic programs, and prioritize the contentment of students. The implementation of continuous improvement, feedback mechanisms, and responsiveness to demographic differences is imperative for the effective management of educational strategies. By embracing these principles, educational

institutions can effectively augment their strategies and deliver a superior educational experience to their students.

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