



An Inquiry into the Time Management Strategies of Nursing Students in Clinical and Academic Responsibilities: A Cross-Sectional Study

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ABSTRACT

Nursing students often face the challenge of balancing academic responsibilities, clinical duties, and personal commitments within a demanding educational environment. Understanding how they manage their time offers valuable insight into their capacity to succeed academically, perform clinically, and maintain overall well-being. Data were gathered through a structured questionnaire distributed to randomly selected nursing students from San Isidro College on how students manage their time across academic, clinical, and personal responsibilities. The findings indicate that nursing students demonstrate strong and balanced time management skills across academic, clinical, and personal responsibilities. These skills enable them to organize tasks effectively, manage workload demands, and maintain stability in a demanding educational environment.

INTRODUCTION

Nursing education is a rigorous and multifaceted journey that combines theoretical learning with practical application. It is designed to develop competent and compassionate professionals who can deliver safe and quality care in diverse clinical settings. This educational pathway demands not only mastery of academic content but also the ability to perform effectively during clinical exposure, where real-world healthcare situations require quick thinking and organized action (Appiah, 2020). Within this demanding environment, time management emerges as a vital skill that influences a student's academic performance, clinical competence, and overall well-being. Effective time management enables nursing students to balance lectures, laboratory work, clinical rotations, and personal commitments, ensuring that learning is sustained and stress is minimized (Ahmady et al., 2021). Accordingly, understanding how nursing students allocate and prioritize their time provides insight into their capacity to meet the multifa

Despite the importance of time management, many nursing students encounter challenges in maintaining a balance between their academic and clinical responsibilities. The transition from classroom learning to clinical immersion often brings increased workload, unpredictable schedules, and emotional demands that can easily lead to exhaustion and poor academic performance (Mills et al., 2020). Students frequently struggle to divide their time among patient care duties, case studies, research requirements, and examinations, all while managing personal obligations outside the academic setting. This imbalance may result in stress, reduced learning efficiency, and burnout, which can hinder both academic progress and the development of essential nursing competencies (McCarthy et al., 2018; Jafarian-Amiri et al., 2020). Consequently, the inability to manage time effectively has become a pressing concern that affects not only academic success but also the overall well-being and professional preparation of nursing stude

While time management has been widely discussed in general education, limited studies have specifically examined its application within the nursing context, where students face the dual challenge of academic rigor and clinical exposure. Existing literature often highlights the importance of organizational skills but falls short in exploring how nursing students integrate time management across their academic, clinical, and personal lives (Simmonds et al., 2020; Angue et al., 2025; Constantino et al., 2025). This gap in empirical understanding underscores the need to investigate the lived experiences and strategies of student nurses as they navigate overlapping responsibilities. Without this knowledge, educational institutions may overlook key factors that influence student performance and mental health. Bridging this gap is essential to identify not only the challenges but also the adaptive behaviors that enable nursing students to sustain balance and resilience throughout their training.

Exploring how nursing students manage their time provides valuable insights into their ability to meet the holistic demands of nursing education. Understanding their strategies and struggles can inform the development of support systems, academic interventions, and training programs that foster effective time use (Sumayang, 2025). This study emphasizes the importance of nurturing time management skills as part of nursing formation, recognizing that well-managed time contributes to academic success, clinical competence, and personal well-being. Educators and administrators can create environments that encourage reflection, self-discipline, and resilience by identifying both strengths and gaps in students' time management approaches. In due course, this exploration contributes to producing nursing graduates who are not only knowledgeable and skilled but also capable of balancing professional responsibilities with personal growth.

This study seeks to examine how nursing students manage their time across three major areas of their lives: clinical immersion, academic responsibilities, and personal commitments. It aims to explore their strategies, challenges, and patterns of behavior that influence their overall performance and well-being.

Statement of the Problem

Time management is a crucial skill for nursing students as they balance the demands of academic learning, clinical exposure, and personal responsibilities. The complexity of nursing education often challenges students to organize their schedules effectively, manage workloads, and maintain well-being amid competing priorities. Many find it challenging to meet academic requirements while adapting to the fast-paced environment of clinical settings, resulting in stress and reduced performance. To better understand this concern, the study seeks to answer the question:

1. What is the level of time management skill of the student nurses?

LITERATURE REVIEW

The Importance of Time Management in Health Sciences Education

Time management is widely recognized as a core skill in health sciences education due to the demanding nature of academic and practical training. Students in health-related programs are expected to manage intensive coursework, skills training, and assessments while preparing for real-life professional roles (Appiah, 2020; Wolters & Brady, 2021). Effective time management allows learners to organize tasks, meet deadlines, and maintain consistent study habits, which supports academic achievement and skill development. Literature consistently highlights that students who manage their time well tend to experience lower stress levels and greater confidence in handling academic demands, enabling them to remain focused and engaged throughout their training (Stevens et al., 2019; Ahmady et al., 2021).

Beyond academic performance, time management also plays a critical role in shaping professional behavior in health sciences. Studies emphasize that the ability to plan, prioritize, and reflect on time use is closely linked to responsibility, discipline, and accountability—qualities essential for future healthcare professionals (Patzak et al., 2025). When students learn to manage their time effectively during training, they are better prepared to adapt to structured clinical environments that require punctuality, accuracy, and efficient decision-making (Tabuenca et al., 2022; Calonia et al., 2023). This connection underscores the importance of examining time management not only as an academic skill but also as a foundation for professional readiness in health-related fields.

Challenges in Balancing Academic, Clinical, and Personal Responsibilities

Balancing academic tasks, clinical duties, and personal life presents a significant challenge for students in health sciences programs. Literature notes that clinical exposure often demands long hours, emotional engagement, and immediate responsibility, which can conflict with academic requirements such as examinations, projects, and research tasks (Mills et al., 2020; Constantino et al., 2025). These overlapping responsibilities frequently result in time pressure, fatigue, and difficulty maintaining personal routines. Students who struggle to manage these competing demands may experience decreased academic focus and increased stress, affecting both learning and well-being (McCarthy et al., 2018; Simmonds et al., 2020; Akbar et al., 2021; Angue et al., 2025).

The challenge is further intensified by personal responsibilities outside the academic setting, including family roles, social commitments, and self-care needs. Research indicates that when students are unable to allocate time effectively across these areas, they may feel overwhelmed and disconnected from either their academic or personal lives. This imbalance highlights the need to understand how students cope with multiple roles and how time management strategies can support balance and sustainability (Jafarian-Amiri et al., 2020; Ahmady et al., 2021; Tabuenca et al., 2022; Calonia et al., 2023; Sumayang, 2025). Exploring these challenges provides a clearer context for understanding the daily realities faced by nursing students and emphasizes the importance of structured time management skills in navigating their academic and clinical journeys.

Conceptual Framework

The framework of this study is anchored on Time Management Theory, Self-Regulation Theory, and Republic Act 9173. Time Management Theory (Aeon & Aguinis, 2017) emphasizes the relationship between perceived control of time and outcomes such as reduced stress and improved performance. It suggests that individuals who set goals, prioritize tasks, and organize their schedules experience greater satisfaction and productivity. Complementing this, Self-Regulation Theory (De Bruin et al., 2020) underscores the role of personal discipline and goal-directed behavior in achieving desired outcomes. It focuses on how students monitor, evaluate, and adjust their behaviors to meet academic and professional standards. Republic Act 9173, meanwhile, provides the legal and ethical foundation for nursing education in the Philippines, ensuring that

students are adequately trained to fulfill both academic and clinical requirements as future healthcare professionals. Together, these frameworks guide the inquiry into how nursing st

These theoretical and legal foundations complement one another by integrating psychological understanding with professional standards. The Time Management Theory explains the cognitive and behavioral components of time management. At the same time, Self-Regulation Theory deepens this understanding by highlighting the internal motivation and reflection processes essential for consistent performance. Republic Act 9173 grounds these concepts in the Philippine nursing context, requiring that nursing education fosters both competence and accountability. The combination of these perspectives allows a holistic exploration of how nursing students' time management skills align with both personal growth and institutional expectations. This synergy provides a strong foundation for analyzing how students adapt their strategies across academic, clinical, and individual domains, ensuring that findings are both theoretically sound and contextually relevant.

METHODOLOGY

Research Design and Locale

The study utilized a cross-sectional research design (Hunziker & Blankenagel, 2024) to examine the time management strategies of nursing students in relation to their academic, clinical, and personal responsibilities. This design allowed the researchers to collect data from participants at a single point in time, providing a snapshot of their current practices and challenges in managing multiple roles. The design was chosen for its practicality and efficiency in exploring existing conditions within a specific academic setting. The research was conducted at San Isidro College, providing a focused context that reflects the experiences of nursing students navigating both academic and clinical environments within the institution.

Sampling Method and Respondents

The study employed a random sampling method (Etikan & Bala, 2017) to ensure that each nursing student at San Isidro College had an equal opportunity to participate. This approach was used to minimize selection bias and to produce a representative sample that accurately reflects the characteristics of the student population. Through random sampling, the researchers were able to gather diverse perspectives from participants across different year levels, which helped capture a broad understanding of time management practices within the nursing program.

Table 1. Demographic Profile of the Student Nurses (N=154)

	Demographic	Frequency	Percentage
Sex	Male	75	48.7
	Female	79	51.3
Year	Second Year	58	37.7
	Third Year	51	33.1
	Fourth Year	45	29.2

The participants of the study, as presented in Table 1, were nursing students enrolled at San Isidro College. They were selected to represent the population directly engaged in balancing academic coursework and clinical immersion, both of which demand practical time management skills. The inclusion of nursing students provided valuable insight into how learners at various stages of their education cope with the challenges of managing time between theoretical learning, clinical duties, and personal activities. Their participation was voluntary, and ethical considerations such as informed consent and confidentiality were observed throughout the research process to ensure transparency and respect for the participants' rights.

Data Gathering Procedure and Analysis

The study utilized a researcher-made questionnaire designed to measure the time management strategies of nursing students across academic, clinical, and personal domains. The instrument underwent content validation by three experts in the fields of nursing education and research to ensure clarity, relevance, and comprehensiveness. After revisions based on expert feedback, the questionnaire was pilot-tested, and its internal consistency was determined using Cronbach's alpha, which yielded a reliability coefficient of 0.897, indicating a high level of reliability. This rigorous validation process ensured that the instrument accurately captured the intended constructs, providing dependable data for analysis and interpretation.

Data were collected using both online and printed questionnaires to ensure accessibility and encourage participation among respondents. Prior to data collection, the researchers provided a clear explanation of the study and ensured that all participants read and signed the informed consent form, indicating their voluntary participation and understanding of their rights. The questionnaires were then distributed through appropriate channels, allowing respondents to complete them at their convenience. This approach supported ethical research practice while ensuring the systematic and organized collection of data relevant to the study.

The data collected from the responses were analyzed using descriptive statistics to summarize and interpret the findings. Descriptive statistics provided a foundational understanding of how nursing students manage their time, the everyday challenges they encounter, and the overall patterns evident in their responses.

RESEARCH RESULT

This section presents the findings derived from the data collected from the respondents. The results are organized in a clear and systematic manner to provide an overall view of the patterns and tendencies observed in relation to the research variables. The presentation of the findings serves as the basis for understanding the current condition of the respondents and sets the groundwork for meaningful interpretation in the succeeding sections.

Table 2 provides a structured summary of the responses related to students' ability to manage their time across various aspects of their academic and clinical life. The table reflects how respondents organize tasks, regulate workload, and maintain balance in fulfilling their responsibilities, offering a clear picture of their overall level of time management skills.

Table 2. Level of Time Management Skill of the Student Nurses

Time Management Skill	\bar{x}	σ_x	Qual. Int.	F	p
Goal Setting and Prioritization	4.31 a	0.314	ETMS		
Planning and Scheduling	4.31 a	0.312	ETMS		
Reflection and Improvement	4.30 a	0.376	ETMS	1.812	0.125
Stress and Workload Management	4.28 a	0.322	ETMS		
Time Awareness and Control	4.22 a	0.384	ETMS		

Legend:

- ETMS - Excellent Time Management Skills
- GTMS - Good Time Management Skills
- ATMS - Average Time Management Skills
- WTMS - Weak Time Management Skills
- PTMS - Poor Time Management Skills

The results show, as presented in Table 2, that student nurses demonstrate excellent time management skills across all assessed areas, including goal setting, planning, reflection, stress management, and time awareness. Each domain reflects a consistently high level of competence, suggesting that the respondents are able to organize their tasks, maintain effective schedules, manage pressures, and continually evaluate and improve their use of time. The analysis also indicates no significant difference in the level of time management skills across the domains, confirming that the student nurses exhibit similarly strong abilities throughout all aspects assessed.

DISCUSSION

This section offers an interpretation of the findings by examining their meaning and relevance within the context of the study. The discussion builds on the presented results to provide deeper insight into the patterns observed and to explain their implications in a clear and coherent manner.

Time Management Skills

The results provide a clear picture of the students' overall capacity to manage time effectively across multiple responsibilities. The consistently high level observed across all areas reflects a strong ability to organize, regulate, and balance academic demands, clinical exposure, and personal activities. This finding directly addresses the concern regarding students' preparedness in managing competing tasks, showing that time management skills are well developed and consistently applied in different aspects of their academic and clinical life.

In terms of goal setting and prioritization, the findings suggest that students are able to identify important tasks and arrange them according to urgency and relevance. This indicates a structured approach to managing responsibilities, allowing students to focus on essential academic and clinical requirements without being overwhelmed by less critical activities. Such practice supports effective decision-making and promotes steady progress in both learning and skill development (Wolters & Brady, 2021; Calonia et al., 2023; Patzak et al., 2025).

With regard to planning and scheduling, the results reflect students' ability to organize their time in advance and follow planned routines. This shows that students are not merely reacting to deadlines but are actively preparing for academic and clinical tasks ahead of time. Effective scheduling helps ensure that responsibilities are addressed systematically, reducing last-minute pressure and allowing smoother transitions between classroom learning, clinical duties, and personal time (Stevens et al., 2019; Wolters & Brady, 2021; Patzak et al., 2025).

Reflection and improvement also emerged as a strong area, indicating that students regularly assess how they use their time and make adjustments when needed. This behavior reflects an ongoing effort to improve efficiency and manage challenges more effectively. The ability to reflect on past experiences and refine strategies suggests that students are actively engaged in improving their daily routines and adapting to changing academic and clinical demands (Wolters & Brady, 2021; Tabuenca et al., 2022; Patzak et al., 2025).

In relation to stress and workload management, the findings show that students are able to cope with multiple demands while maintaining organization and focus. This suggests that they can manage pressure without compromising their responsibilities, which is essential in environments that require sustained attention and accountability. Effective handling of workload supports not only academic performance but also personal well-being, contributing to a more balanced student experience (Akbar et al., 2021; Ahmady et al., 2021; Tabuenca et al., 2022).

Time awareness and control further highlight students' understanding of how their time is spent and their ability to regulate activities accordingly. This reflects a conscious effort to avoid unnecessary distractions and maintain focus on required tasks. Such awareness supports efficient use of time and allows students to align their daily activities with academic and clinical expectations (Wolters & Brady, 2021; Tabuenca et al., 2022).

Taken together, these findings indicate that students demonstrate a balanced and consistent approach to managing time across all areas assessed. The absence of marked differences among the domains suggests that time management skills are not isolated to a single area but are applied holistically (Angue et al., 2025; Constantino et al., 2025; Sumayang, 2025). This consistency implies that students are well prepared to meet academic standards, fulfill clinical responsibilities, and maintain personal balance, aligning their daily practices with the expectations of professional nursing education.

Synthesis

Overall, the findings show that students possess a strong and balanced level of time management across goal setting, planning, reflection, stress handling, and time awareness. These skills work together to support effective handling of academic and clinical responsibilities, indicating that students are capable of organizing tasks, adjusting strategies, and maintaining control over their schedules in a demanding educational environment.

The integration of these skills reflects a disciplined and self-directed approach to learning and professional preparation. By demonstrating consistency across all areas of time management, students show readiness to meet the structured demands of nursing education while maintaining personal well-being. This synthesis highlights the importance of sustaining and reinforcing these skills as part of continuous academic and clinical development.

CONCLUSIONS AND RECOMMENDATIONS

The findings show that nursing students demonstrate a consistently high level of time management skills across key areas related to academic work, clinical exposure, and personal responsibilities. The results indicate that students are able to set priorities, plan and organize their tasks, reflect on their time use, manage stress, and remain aware of how they allocate their time. These skills appear to function together, allowing students to handle multiple responsibilities in a structured and balanced manner within a demanding educational environment.

Moreover, the consistency observed across all areas suggests that time management among the students is not limited to a single aspect of their academic life but is applied broadly across different responsibilities. This balanced pattern reflects a stable approach to managing daily tasks and adapting to the demands of both classroom and clinical settings. The results highlight that students are generally prepared to meet academic expectations while maintaining control over their workload and personal time.

The study provides new insight into how nursing students effectively manage their time across academic, clinical, and personal domains. The findings show that students demonstrate well-developed and balanced time management skills, allowing them to organize responsibilities, adjust strategies when needed, and maintain stability despite multiple demands. This suggests that effective time management is already embedded in students' daily practices and supports their ability to function efficiently in structured learning and clinical environments.

Several limitations should be acknowledged in interpreting the findings. The data were gathered at a single point in time, which limits the ability to capture changes in time management practices as students' progress through different academic and clinical stages. The use of a self-report questionnaire may also introduce response bias, as participants' answers relied on their personal perception of their time management skills rather than observed behavior. In addition, the study was conducted within one academic institution, which may limit the extent to which the findings reflect the experiences of nursing students in other educational settings with different academic structures and clinical demands.

Based on the findings, it is recommended that nursing programs continue to support and strengthen students' time management practices through structured academic guidance and skills-based activities. Regular opportunities for reflection, planning, and workload organization may help sustain the balanced approach to time management demonstrated by the students. Institutions may also consider integrating time management discussions into academic advising and clinical orientation to ensure that students consistently apply effective strategies across different learning environments.

ADVANCED RESEARCH

Future research may explore time management practices using longitudinal designs to examine how these skills develop and change throughout the nursing program. Studies may also include multiple institutions to provide a broader perspective and allow for comparison across different educational contexts. In addition, combining self-report tools with observational or qualitative methods could offer deeper insight into how students apply time management strategies in real academic and clinical situations.

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