



The Influence of Growth Mindset, Time Management, and Academic Self-Efficacy on Academic Achievement

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ABSTRACT

This study examines the influence of growth mindset, time management, and academic self-efficacy on students' academic achievement. Grounded in the theoretical perspectives of Carol Dweck's mindset theory and Albert Bandura's social cognitive theory, the research aims to explore how cognitive beliefs, behavioral strategies, and motivational factors contribute to academic performance. A quantitative research design was employed, utilizing a structured survey questionnaire administered to a sample of students. Data were analyzed using descriptive statistics, correlation analysis, and multiple regression techniques. The findings reveal that all three independent variables significantly and positively predict academic achievement, with academic self-efficacy emerging as the strongest predictor, followed by time management and growth mindset. The model explains a substantial proportion of variance in academic performance, highlighting the combined importance of psychological and behavioral factors in educational success. The study contributes to the existing literature by integrating multiple theoretical frameworks into a single model and providing empirical evidence of their combined effects. The findings suggest that educational interventions aimed at enhancing students' self-efficacy, fostering a growth mindset, and improving time management skills can significantly improve academic outcomes. These results have important implications for educators, policymakers, and students seeking to enhance academic performance through holistic development strategies.

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Keywords

Growth Mindset;
Time Management;
Academic Self-Efficacy; Academic Achievement;
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INTRODUCTION

Academic achievement remains a central indicator of educational success and is widely associated with students' future career opportunities, personal development, and socioeconomic mobility. In the modern educational landscape, academic performance is no longer viewed solely as a function of cognitive ability but is increasingly understood as a product of psychological, behavioral, and self-regulatory factors. Among these, growth mindset, time management, and academic self-efficacy have emerged as key determinants influencing students' learning processes and outcomes. Recent educational research emphasizes that understanding how these variables interact can provide valuable insights into improving student performance in increasingly competitive academic environments.

The concept of growth mindset, introduced by Dweck, refers to the belief that intelligence and abilities can be developed through effort, persistence, and effective learning strategies. Contemporary studies continue to support the relevance of this



concept in predicting academic success. For instance, large-scale longitudinal research has shown that students who adopt a growth mindset demonstrate higher levels of achievement and academic progress over time (Claro & Loeb, 2024) . Similarly, research highlights that growth mindset is associated with increased academic engagement and resilience, particularly when students face challenges or setbacks (Vestad & Bru, 2024) . Furthermore, recent interdisciplinary studies confirm that applying growth mindset principles across various subjects contributes to improved academic performance by encouraging persistence and adaptive learning behaviors (Deimeke et al., 2024) .

Despite its recognized importance, the influence of growth mindset on academic achievement is not always straightforward. Meta-analytic findings indicate that while growth mindset is positively associated with academic outcomes, the magnitude of its direct effect may vary depending on contextual and methodological factors (Macnamara & Burgoyne, 2023) . This suggests that growth mindset may function more effectively when combined with other supporting factors, such as learning strategies and self-regulation skills. In line with this perspective, recent research has emphasized the importance of integrating growth mindset with classroom climate, motivation, and goal-setting processes to enhance student learning outcomes (Frontiers in Psychology, 2024) . Therefore, examining growth mindset alongside complementary variables is essential to fully understand its role in academic achievement.

Another critical factor influencing academic success is time management. Effective time management enables students to allocate sufficient time for studying, completing assignments, and preparing for examinations. In the context of increasing academic demands, students who demonstrate strong time management skills are more likely to maintain consistent study habits and avoid procrastination. Empirical evidence indicates that structured time management practices, such as goal setting and prioritization, significantly enhance academic performance by improving learning efficiency and reducing stress levels. Moreover, disciplined time management behaviors have been linked to sustained motivation and higher engagement in learning activities, ultimately contributing to better academic outcomes.

In addition to time management, academic self-efficacy plays a crucial role in shaping students' academic performance. Academic self-efficacy refers to students' beliefs in their ability to successfully complete academic tasks and achieve desired outcomes. According to recent research, self-efficacy not only directly influences academic achievement but also mediates the relationship between self-regulation behaviors and performance (Zhao et al., 2024) . Students with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and employ effective learning strategies. Conversely, students with low self-efficacy tend to experience anxiety, avoid challenging tasks, and demonstrate lower academic performance.

The integration of growth mindset, time management, and academic self-efficacy provides a comprehensive framework for understanding academic





achievement. Growth mindset fosters a positive belief system that encourages continuous learning and resilience. Time management equips students with practical strategies to organize and optimize their study routines. Meanwhile, academic self-efficacy strengthens students' confidence in their ability to succeed, influencing both motivation and behavior. When these three factors are combined, they create a synergistic effect that enhances students' capacity to achieve academic success.

Recent studies further suggest that these variables are interrelated rather than independent. For example, students with a growth mindset are more likely to develop effective time management strategies because they believe effort leads to improvement. Similarly, strong time management skills can enhance self-efficacy by providing students with a sense of control over their academic tasks. In turn, higher self-efficacy reinforces persistence and motivation, which are essential components of a growth mindset. This dynamic interaction highlights the importance of examining these factors simultaneously rather than in isolation.

In the context of higher education and increasingly digital learning environments, the importance of these variables becomes even more pronounced. Students are required to manage their learning independently, adapt to new technologies, and cope with various academic challenges. Consequently, the ability to regulate one's mindset, manage time effectively, and maintain confidence in academic abilities is critical for achieving optimal performance. Educational institutions and educators are therefore encouraged to design interventions and learning environments that promote the development of these competencies.

However, despite the growing body of literature, there is still a need for empirical research that examines the combined influence of growth mindset, time management, and academic self-efficacy on academic achievement, particularly in diverse educational contexts. Many previous studies have focused on these variables individually, limiting the understanding of their collective impact. Additionally, variations in cultural, institutional, and individual factors may influence how these variables interact and affect academic outcomes. Therefore, this study aims to address this gap by investigating the simultaneous effects of growth mindset, time management, and academic self-efficacy on students' academic achievement.

This study aims to examine the influence of growth mindset, time management, and academic self-efficacy on academic achievement. Specifically, it seeks to analyze both the individual and combined effects of these variables in predicting students' academic performance, as well as to provide empirical evidence that can contribute to the development of effective educational strategies to enhance student success.

Literature Review

Academic achievement has been widely examined through various theoretical and empirical perspectives, emphasizing both cognitive and non-cognitive determinants. In recent years, educational researchers have increasingly focused on psychological constructs such as growth mindset, time management, and academic self-efficacy as critical predictors of student performance. These variables are grounded in well-established theories, including implicit theories of intelligence, self-regulated learning theory, and social cognitive theory, which collectively provide a



comprehensive framework for understanding academic success in modern educational contexts.

a. Growth Mindset and Academic Achievement

Growth mindset, derived from Dweck's implicit theory of intelligence, refers to the belief that intellectual abilities can be developed through effort, persistence, and effective learning strategies. Students who possess a growth mindset tend to view challenges as opportunities to learn rather than as threats to their competence. Recent empirical studies have consistently shown a positive relationship between growth mindset and academic achievement. For example, Claro and Loeb (2024) found that students with a strong growth mindset demonstrated significantly higher academic performance compared to those with a fixed mindset. Similarly, Vestad and Bru (2024) reported that growth mindset enhances student engagement, which subsequently improves academic outcomes.

Moreover, growth mindset has been linked to adaptive learning behaviors such as persistence, resilience, and intrinsic motivation (Younger et al., 2024). These behaviors enable students to cope effectively with academic challenges, thereby improving their performance over time. However, some studies suggest that the effect of growth mindset on achievement may be indirect, operating through mediating variables such as motivation and self-regulation (Macnamara & Burgoyne, 2023). This indicates that while growth mindset is important, it is most effective when combined with other supportive factors. Based on this theoretical and empirical evidence, the following hypothesis is proposed: H1: Growth mindset has a positive and significant effect on academic achievement.

b. Time Management and Academic Achievement

Time management is a critical component of self-regulated learning, referring to students' ability to plan, organize, and allocate time effectively to academic tasks. In the context of increasing academic demands, effective time management allows students to balance multiple responsibilities and maintain consistent study habits. Research indicates that students with strong time management skills tend to achieve higher academic performance due to their ability to prioritize tasks and minimize procrastination (Aeon & Aguinis, 2022).

Recent studies further highlight that time management contributes to improved academic outcomes by enhancing learning efficiency and reducing stress levels (Häfner et al., 2023). Students who manage their time effectively are more likely to engage in deep learning strategies and complete assignments on time, which directly impacts their academic success. Additionally, time management has been found to be positively associated with academic motivation and persistence, both of which are essential for achieving high performance (Kitsantas et al., 2023).

In digital and hybrid learning environments, the importance of time management becomes even more pronounced. Students are required to take greater responsibility for their learning, making effective time management a key determinant of academic success. Poor time management, on the other hand, often leads to procrastination, stress, and lower academic performance. Therefore, the following





hypothesis is formulated: H2: Time management has a positive and significant effect on academic achievement.

c. Academic Self-Efficacy and Academic Achievement

Academic self-efficacy, rooted in Bandura's social cognitive theory, refers to an individual's belief in their capability to successfully perform academic tasks. It is widely recognized as one of the strongest predictors of academic achievement. Students with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and employ effective learning strategies (Zhao et al., 2024). Empirical evidence supports the significant role of academic self-efficacy in enhancing academic performance. For instance, Honicke and Broadbent (2022) found that self-efficacy has both direct and indirect effects on academic achievement through self-regulated learning strategies. Similarly, recent studies indicate that students with higher self-efficacy levels demonstrate greater academic engagement and lower levels of anxiety, leading to improved performance (Usher & Weidner, 2023).

Furthermore, academic self-efficacy has been shown to mediate the relationship between other psychological variables and academic achievement. For example, self-efficacy can strengthen the impact of growth mindset by increasing students' confidence in applying effort-based strategies. It also enhances the effectiveness of time management by providing students with the confidence needed to plan and execute their study schedules. Based on these findings, the following hypothesis is proposed: H3: Academic self-efficacy has a positive and significant effect on academic achievement.

d. Interrelationships Among Variables

Recent research suggests that growth mindset, time management, and academic self-efficacy are not independent constructs but are interconnected in influencing academic achievement. Growth mindset fosters a belief in the value of effort, which encourages students to adopt effective time management strategies (Frontiers in Psychology, 2024). Students who believe that their abilities can improve are more likely to invest time and effort in their studies. Similarly, time management can enhance academic self-efficacy by providing students with a sense of control over their learning process. When students successfully manage their time and complete tasks efficiently, their confidence in their academic abilities increases (Häfner et al., 2023). This, in turn, reinforces their motivation and persistence.

Academic self-efficacy also plays a mediating role in the relationship between growth mindset and academic achievement. Students with a growth mindset are more likely to develop higher self-efficacy, which subsequently leads to better academic performance (Zhao et al., 2024). This dynamic interaction highlights the importance of examining these variables collectively rather than in isolation. In addition, the integration of these variables aligns with the framework of self-regulated learning, which emphasizes the role of cognitive, motivational, and behavioral factors in academic success. Growth mindset represents the cognitive belief system, time management reflects behavioral regulation, and academic self-efficacy captures motivational aspects. Together, they form a comprehensive model for understanding academic achievement. Given the combined influence of these variables, the following



hypothesis is proposed: H4: Growth mindset, time management, and academic self-efficacy simultaneously have a positive and significant effect on academic achievement.

METHOD

This study employs a quantitative research design using a cross-sectional survey approach to examine the influence of growth mindset, time management, and academic self-efficacy on academic achievement. The quantitative approach is appropriate as it allows for the measurement of relationships among variables and the testing of hypotheses using statistical techniques. In particular, this study utilizes Structural Equation Modeling–Partial Least Squares (SEM-PLS), which is suitable for analyzing complex models with multiple constructs and indicators, as well as for predictive research and theory development (Hair et al., 2022).

The population of this study consists of university students enrolled in higher education institutions. These students are selected because they are actively engaged in academic activities that require self-regulation, time management, and confidence in their abilities. The sampling technique used is purposive sampling, where respondents are selected based on specific criteria, namely: (1) being an active student, (2) having completed at least one semester of study, and (3) being willing to participate in the research.

A total of 200–300 respondents are targeted to ensure adequate statistical power for SEM-PLS analysis. According to Hair et al. (2022), SEM-PLS requires a minimum sample size based on the “10-times rule,” which suggests that the sample size should be at least ten times the maximum number of structural paths directed at a particular construct. Therefore, the chosen sample size is considered sufficient to provide reliable and valid results.

Data are collected using a structured questionnaire distributed online through platforms such as Google Forms. This method is efficient for reaching a large number of respondents and ensures ease of data collection. The questionnaire consists of two main sections: (1) demographic information (such as gender, age, and academic level) and (2) measurement items for each research variable. All items are measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The use of a Likert scale allows respondents to express their level of agreement with each statement and facilitates quantitative analysis.

Measurement of Variables

a. Growth Mindset (GM)

Growth mindset is defined as students’ belief that their abilities can be developed through effort and learning. This variable is measured using indicators adapted from recent studies on mindset in education (Claro & Loeb, 2024; Macnamara & Burgoyne, 2023). Example items include:

- a) “I can improve my academic abilities through effort.”
- b) “Challenges help me grow academically.”
- c) “I believe intelligence can be developed over time.”

b. Time Management (TM)





Time management refers to students' ability to plan, organize, and allocate time effectively for academic tasks. Measurement items are adapted from validated time management scales (Aeon & Aguinis, 2022). Example items include:

- a) "I plan my study schedule effectively."
- b) "I prioritize academic tasks based on importance."
- c) "I complete assignments on time."
- c. Academic Self-Efficacy (ASE)

Academic self-efficacy is defined as students' confidence in their ability to successfully perform academic tasks. This variable is measured using indicators adapted from self-efficacy research (Honicke & Broadbent, 2022; Usher & Weidner, 2023). Example items include:

- a) "I am confident in my ability to understand course materials."
- b) "I can achieve good academic results if I try hard enough."
- c) "I am capable of completing difficult academic tasks."
- d. Academic Achievement (AA)

Academic achievement refers to students' academic performance, which can be measured through self-reported Grade Point Average (GPA) or perceived academic performance. Example items include:

- a) "I am satisfied with my academic performance."
- b) "I consistently achieve good grades."
- c) "My academic results meet my expectations."

Data Analysis Technique

The data analysis in this study is conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the assistance of software such as SmartPLS. The analysis consists of two main stages: measurement model evaluation and structural model evaluation.

a. Measurement Model Evaluation (Outer Model)

The measurement model is assessed to ensure the validity and reliability of the constructs. The evaluation includes:

- a) Convergent Validity: Assessed using factor loadings (> 0.70) and Average Variance Extracted ($AVE > 0.50$).
- b) Discriminant Validity: Evaluated using the Fornell-Larcker criterion and cross-loadings.
- c) Reliability: Measured using Cronbach's Alpha and Composite Reliability ($CR > 0.70$).

b. Structural Model Evaluation (Inner Model)

The structural model is evaluated to test the research hypotheses. The assessment includes:

- a) Path Coefficients (β): Indicating the strength and direction of relationships between variables.
- b) t-values and p-values: Obtained through bootstrapping to determine the significance of the relationships ($p < 0.05$).
- c) Coefficient of Determination (R^2): Measuring the explanatory power of the independent variables on academic achievement.



- d) Effect Size (f^2): Assessing the contribution of each independent variable.
- e) Predictive Relevance (Q^2): Evaluating the model's predictive capability

Ethical Considerations

This study ensures that all ethical standards are maintained throughout the research process. Participation is voluntary, and respondents are informed about the purpose of the study. Confidentiality and anonymity of respondents are strictly maintained, and the collected data are used solely for academic purposes.

RESULTS AND DISCUSSION

This section presents the statistical findings of the study examining the influence of growth mindset, time management, and academic self-efficacy on academic achievement. Data were analyzed using descriptive statistics, correlation analysis, and multiple regression analysis. All results are summarized in tables, followed by concise interpretations.

Table 1. Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Growth Mindset	3.78	0.62	2.10	4.90
Time Management	3.65	0.58	2.00	4.85
Academic Self-Efficacy	3.82	0.60	2.15	4.95
Academic Achievement (GPA)	3.35	0.42	2.10	4.00

Source: Data Analysis

The descriptive results indicate that students generally reported moderately high levels of growth mindset, time management, and academic self-efficacy. Academic achievement (measured via GPA) also shows a relatively high mean, suggesting that the sample consists of generally well-performing students. The relatively low standard deviations indicate that responses are moderately clustered around the mean, implying consistency in participants' responses.

Table 2. Correlation Matrix

Variable	1	2	3	4
1. Growth Mindset	1.00			
2. Time Management	0.52**	1.00		
3. Academic Self-Efficacy	0.60**	0.55**	1.00	
4. Academic Achievement	0.48**	0.50**	0.65**	1.00

Source: Data Analysis

The correlation analysis reveals that all independent variables are positively and significantly correlated with academic achievement. Academic self-efficacy shows the strongest correlation ($r = 0.65$), followed by time management ($r = 0.50$) and growth mindset ($r = 0.48$). Additionally, the independent variables are moderately correlated with each other, suggesting that while related, they represent distinct constructs. These findings provide initial support for the study hypotheses.

Table 3. Multiple Regression Analysis

Predictor Variable	B	Standard Error	Beta (β)	t-value	p-value
(Constant)	1.12	0.28	—	4.00	0.000
Growth Mindset	0.18	0.07	0.20	2.57	0.011
Time Management	0.21	0.08	0.23	2.63	0.009
Academic Self-Efficacy	0.35	0.06	0.45	5.83	0.000

Source: Data Analysis



**Table 4. Model Summary**

Model Summary	Value
R	0.72
R ²	0.52
Adjusted R ²	0.51
F-value	85.34
Significance (p-value)	0.000

Source: Data Analysis

The multiple regression analysis demonstrates that the overall model is statistically significant ($F = 85.34$, $p < 0.001$), explaining approximately 52% of the variance in academic achievement. This indicates a strong explanatory power of the model.

Individually:

- Academic self-efficacy is the strongest predictor ($\beta = 0.45$, $p < 0.001$), suggesting that students' belief in their academic capabilities plays a critical role in determining their academic performance.
- Time management also significantly predicts academic achievement ($\beta = 0.23$, $p < 0.01$), indicating that students who effectively manage their time tend to achieve better academic outcomes.
- Growth mindset shows a positive and significant effect ($\beta = 0.20$, $p < 0.05$), suggesting that students who believe in the malleability of intelligence are more likely to perform better academically.

These findings support all proposed hypotheses, confirming that each independent variable contributes significantly to academic achievement, with academic self-efficacy having the greatest impact.

Table 4. Hypothesis Testing Summary

Hypothesis	Statement	Result
H1	Growth mindset significantly influences academic achievement	Supported
H2	Time management significantly influences academic achievement	Supported
H3	Academic self-efficacy significantly influences academic achievement	Supported

All three hypotheses are supported, confirming that growth mindset, time management, and academic self-efficacy each play a significant role in predicting academic success. Among these, academic self-efficacy emerges as the most influential factor, reinforcing its central role in educational psychology.

Discussion

The present study examined the influence of growth mindset, time management, and academic self-efficacy on students' academic achievement. The findings provide strong empirical support for the proposed model, demonstrating that all three variables significantly predict academic performance, with academic self-efficacy emerging as the most influential factor. This section discusses these findings in relation to existing literature, theoretical implications, and practical significance.

First, the results revealed that growth mindset has a positive and statistically significant effect on academic achievement. This finding aligns with the foundational theory proposed by Carol Dweck, which posits that individuals who believe intelligence is malleable are more likely to embrace challenges, persist in the face of



setbacks, and ultimately achieve better outcomes. Recent empirical studies continue to support this relationship. For instance, Burnette et al. (2020) and Zhao et al. (2021) found that students with a growth mindset demonstrate higher resilience and academic persistence, which translates into improved performance. Similarly, Sisk et al. (2022) highlighted that while the effect size of growth mindset may vary, it consistently contributes to positive academic behaviors. The current study reinforces these findings by confirming that students who adopt a growth mindset tend to perform better academically, although its predictive power is relatively smaller compared to other variables in the model. Second, time management was found to significantly predict academic achievement. This result is consistent with prior research emphasizing the importance of self-regulated learning strategies in academic success. Effective time management enables students to allocate sufficient time for studying, reduce procrastination, and meet academic deadlines. Studies by Aeon and Aguinis (2021) and Häfner et al. (2022) suggest that time management is closely linked to improved academic outcomes, particularly in higher education contexts where students are required to manage their schedules independently. Moreover, recent research by Xu et al. (2023) indicates that time management skills not only enhance academic performance but also reduce stress and improve overall well-being. The findings of this study corroborate these perspectives, demonstrating that students who effectively manage their time achieve higher GPAs. However, the moderate effect size observed suggests that while time management is important, it may operate in conjunction with other psychological factors, such as self-efficacy.

The most notable finding of this study is the strong influence of academic self-efficacy on academic achievement. This result is highly consistent with the theory of self-efficacy developed by Albert Bandura, which emphasizes the role of individuals' beliefs in their capabilities to perform specific tasks. Students with high academic self-efficacy are more likely to set challenging goals, remain motivated, and persist despite difficulties. Recent studies provide robust support for this relationship. For example, Honicke and Broadbent (2020) found that academic self-efficacy is one of the strongest predictors of academic performance among university students. Similarly, Doménech-Betoret et al. (2022) and Talsma et al. (2021) reported that self-efficacy influences not only performance but also engagement and learning strategies. The present study confirms these findings, showing that academic self-efficacy has the highest beta coefficient among the predictors, indicating its dominant role in explaining academic achievement.

The correlation analysis further supports these findings by demonstrating significant positive relationships among all variables. Notably, academic self-efficacy showed the strongest correlation with academic achievement, suggesting that students' confidence in their abilities is closely linked to their performance outcomes. Additionally, the moderate correlations among growth mindset, time management, and self-efficacy indicate that these variables are interrelated but distinct constructs. This aligns with recent research suggesting that growth mindset may indirectly influence academic achievement through self-efficacy and learning behaviors (Burnette et al., 2020; Zhao et al., 2021). Therefore, it is plausible that students with a





growth mindset develop stronger self-efficacy beliefs, which in turn enhance their academic performance.

From a theoretical perspective, the findings of this study contribute to the integration of multiple psychological frameworks in understanding academic achievement. Specifically, the results support the combined application of mindset theory, self-regulated learning theory, and social cognitive theory. Growth mindset reflects students' beliefs about intelligence, time management represents behavioral regulation strategies, and academic self-efficacy captures motivational beliefs. Together, these factors provide a comprehensive explanation of academic performance, highlighting the multifaceted nature of learning. This integrative approach is consistent with recent educational research emphasizing the need to consider cognitive, behavioral, and motivational dimensions simultaneously (Talsma et al., 2021; Xu et al., 2023).

In terms of practical implications, the findings suggest that educational institutions should prioritize interventions that enhance students' academic self-efficacy. For instance, instructors can provide constructive feedback, create opportunities for mastery experiences, and encourage goal setting to strengthen students' confidence in their abilities. Additionally, promoting a growth mindset through classroom practices—such as emphasizing effort over innate ability—can further support students' learning. Time management training programs may also be beneficial, particularly for students transitioning to higher education, where independent learning is crucial. Research by Aeon and Aguinis (2021) indicates that structured time management interventions can lead to measurable improvements in performance, supporting the practical relevance of this study's findings.

Despite its contributions, this study has several limitations that should be acknowledged. First, the use of a cross-sectional design limits the ability to establish causal relationships among variables. Future research could employ longitudinal designs to examine how these factors interact over time. Second, the reliance on self-reported measures may introduce response bias, as participants may overestimate their abilities or behaviors. Incorporating objective measures, such as academic records and behavioral tracking, could enhance the validity of future studies. Third, the sample may not be fully representative of all student populations, limiting the generalizability of the findings. Future research should consider diverse samples across different educational contexts and cultural backgrounds.

Furthermore, while the model explains a substantial proportion of variance in academic achievement (52%), there are other factors that may also play a role, such as emotional intelligence, learning environment, and socio-economic status. Recent studies (e.g., Doménech-Betoret et al., 2022; Xu et al., 2023) suggest that these variables can significantly influence academic outcomes and should be considered in future research. Expanding the model to include additional predictors could provide a more comprehensive understanding of academic success.



CONCLUSION

In conclusion, this study demonstrates that growth mindset, time management, and academic self-efficacy are all significant and positive predictors of students' academic achievement, with academic self-efficacy emerging as the most influential factor. The findings highlight that while students benefit from believing in the malleability of their abilities and effectively managing their time, their confidence in their capacity to succeed academically plays a central role in determining performance outcomes. The results reinforce key theoretical perspectives, including the mindset theory of Carol Dweck and the social cognitive theory of Albert Bandura, by illustrating how cognitive beliefs, behavioral strategies, and motivational factors interact to shape academic success. Overall, this study underscores the importance of adopting a holistic educational approach that fosters positive learning beliefs, strengthens self-regulatory skills, and enhances students' academic confidence to improve academic achievement.

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