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Developing a Self-Management Skills Enhancement Program for Primary School Learners

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Abstract

This study analyzed the implementation of a self-management skills program and the multifaceted performance of primary school learners at Dongchang Road Primary School, Shandong, China. It aimed to describe learners' demographic profiles by age, gender, and grade level. It also assessed the level of program implementation for self-monitoring, self-evaluation, and self-reinforcement mechanisms. Further, it determined learners' levels of self-control, self-confidence, and self-worth, identified differences in multifaceted performance across demographic variables, examined the significant effects of self-management skills on multifaceted performance, and developed a proposed self-management skills development program. A descriptive correlational design with regression analysis was used to examine relationships among the variables without manipulation. The participants were in Grades 4-6 of a primary school. The data were analyzed using frequency and percentage, mean and standard deviation, Mann–Whitney U test, Kruskal–Wallis test, and multiple linear regression with bootstrapping. The findings showed that a developmentally appropriate, well-balanced sample had nearly equal representation across all grade levels. The self-management skills program was implemented to a very great extent, and learners demonstrated very high levels of self-control, self-confidence, and self-worth. No significant differences in multifaceted performance were found across age, gender, or grade level. The regression analysis showed that selective, dimension-specific effects on self-evaluation significantly enhanced self-control, whereas self-reinforcement positively influenced self-confidence but was negatively associated with self-control. No self-management component independently predicted self-worth or overall multifaceted performance. Thus, based on the findings, a balanced and integrative self-management skills development program is proposed. It emphasizes reflective self-evaluation, guided reinforcement, and emotionally supportive classroom practices for learners.

Keywords: *Multi-faceted Performance, Primary School Learners, Self-management Skills*

A. Introduction

In primary education, the effective cultivation of self-management skills has increasingly been recognized as a fundamental factor in promoting students' academic achievement and holistic development. Contemporary educational discourse emphasizes that schooling should not only transmit academic knowledge but also nurture learners' cognitive, emotional, and behavioral competencies necessary for lifelong success. In China, primary education reform emphasizes quality-oriented education, underscoring the development of students' autonomy, responsibility, and self-regulation as essential components of comprehensive growth (Ai, 2023; Bai & Qi, 2019). Within this framework, self-management is viewed as a key mechanism

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through which students learn to regulate their learning processes, behaviors, and emotional responses in school settings.

Despite its recognized importance, integrating self-management practices in primary schools continues to face theoretical and practical challenges. Although numerous studies affirm the positive role of self-management in enhancing students' motivation, engagement, and performance, there remains a lack of a unified and robust theoretical framework that systematically guides implementation and evaluation (Brown, 2018; Li, 2018). This theoretical fragmentation limits the coherence of program design and reduces the comparability of findings across studies. As such, further empirical investigation is necessary to strengthen conceptual clarity and establish a more cohesive research foundation.

In practice, the implementation of self-management programs across primary schools is often uneven. While some institutions actively incorporate structured activities that promote goal setting, reflection, and self-monitoring, broader institutional adoption remains limited due to insufficient training, lack of policy support, and inconsistent evaluation mechanisms (Chen et al., 2021). This gap between theoretical advocacy and classroom reality underscores the need for systematic assessment of how self-management initiatives are executed and how they influence students' multidimensional performance.

Self-management skills refer to learners' abilities to regulate their cognition, emotions, and behaviors to pursue academic and personal goals. These skills typically include goal setting, time management, emotional control, self-monitoring, and reflective evaluation, all of which contribute to the development of independence and resilience (Al-Smadi & Bani-Abduh, 2017; Zimmerman, 2002). In the present study, self-management is operationalized as three core dimensions: self-monitoring, self-evaluation, and self-reinforcement. These dimensions are measured using a structured questionnaire with Likert-scale responses to determine the level of implementation of self-management programs among primary school learners.

Methodologically, research on self-management in primary education has traditionally relied on questionnaire surveys and observational techniques. While these approaches provide valuable quantitative indicators, they may not fully capture the complex interactions between self-management practices and students' performance outcomes. Scholars have therefore called for diverse methodologies, including mixed-methods designs, longitudinal designs, and context-sensitive analyses, to generate deeper insights into program effectiveness (Chen, 2012; Chen, 2021).

Against this backdrop, the present study examines the implementation of self-management skills and their relationship to the multifaceted performance of primary school students at Binzhou Qingcheng Primary School, Shandong, China. Specifically, it investigates learners' demographic characteristics in terms of age, gender, and grade level; evaluates the level of implementation of self-management skills across the dimensions of self-monitoring, self-evaluation, and self-reinforcement mechanisms; and assesses students' performance in relation to self-control, self-confidence, and sense of self-worth. Furthermore, the study analyzes differences in performance across demographic groups, explores correlations between self-management skills and performance outcomes, and determines the combined influence of demographic variables and self-management skills on learners' overall performance. Based on the findings, a self-management skills development program is proposed to enhance both implementation practices and student outcomes.

B. Methods

This study employed a quantitative, descriptive-correlational research design to examine the relationship between the implementation of a self-management skills program and the multifaceted performance of primary school learners. This design was selected because it enables the researcher to describe variables as they naturally occur while simultaneously analyzing their relationships and predictive effects without manipulation. The study specifically focused on describing learners' demographic profiles (age, gender, and grade level), assessing the level of program implementation (self-monitoring, self-evaluating, and self-reinforcing), and measuring multifaceted performance in terms of self-control, self-confidence, and sense of self-worth.

The research procedure began with the identification of participants, comprising Grade 4 to Grade 6 learners at Dongchang Road Primary School in Shandong, China. Subsequently, research instruments were developed based on the indicators of the variables under investigation, followed by validity and reliability testing to ensure their appropriateness. After validation, data were collected through the administration of structured questionnaires to the respondents. The collected data were then organized by research variables and demographic characteristics. The final stage involved data processing and analysis to address the research objectives and to formulate a proposed, balanced, and integrative self-management skills development program.

Data were collected using a structured, closed-ended questionnaire designed to measure both the level of implementation of self-management skills and the learners' multifaceted performance. The instrument utilized a Likert scale to generate quantifiable data. In addition, demographic information such as age, gender, and grade level was gathered through a respondent profile section. This technique was chosen for its efficiency in collecting data from a relatively large sample and for its ability to provide measurable insights into learners' perceptions and conditions related to the variables under study.

Data analysis was conducted using both descriptive and inferential statistical methods. Descriptive statistics, including frequencies and percentages, were used to summarize demographic data, while mean and standard deviation were used to assess levels of program implementation and multifaceted performance. To examine differences across demographic groups, nonparametric tests such as the Mann–Whitney U test and the Kruskal–Wallis test were used. Furthermore, multiple linear regression analysis with bootstrapping was performed to determine the effects of self-management skills on multifaceted performance. These analytical procedures were applied to generate comprehensive findings and to inform the development of an evidence-based, balanced, and integrative self-management skills program.

C. Results and Discussion

Demographic profile of the learner – respondents in terms of age, gender, and grade level

Table 1. The Demographic Profile of the Learner – Respondents in terms of Age, Gender, and Grade Level

Age	Counts	Total (%)	Rank
1. 9 years old and below	112	33.60%	1
2. 10- 11 years old	111	33.30%	2
3. 11 - 12 years old	84	25.20%	3
4. 13 - years old and above	26	7.80%	4

Age	Counts	Total (%)	Rank
Total	333	99.9	
Gender			
1. Female	191	57.40%	1
2. Male	142	42.60%	2
Total	333	99.9	
Year Level			
1. Grade 4	112	33.60%	1
2. Grade 5	111	33.30%	2
3. Grade 6	110	33.00%	3
Total	333	99.9	

As shown in Table 1, the demographic profile of the learner respondents by age is presented. The largest proportion of respondents is 9 years old and below (112 learners or 33.60%), ranking first among the age groups. This is followed by learners aged 10–11 years (111 learners, or 33.30%), showing almost equal representation of younger primary school learners. Learners aged 11–12 years comprise 25.20% (84 respondents), while those aged 13 years and above constitute the smallest group at 7.80% (26 respondents). The age distribution indicates that the majority of respondents fall within the expected developmental range for upper elementary education, with a concentration in the younger cohorts. This reflects a typical enrollment pattern in primary schools (Chen, 2021).

As for gender, female learners constitute the majority, accounting for 57.40% (191 learners), while male learners account for 42.60% (142 learners). This indicates a moderate gender imbalance in favor of female respondents. Nevertheless, both genders remain substantially represented, allowing for meaningful analysis without extreme gender skewness. The higher participation of female learners may reflect enrollment trends or class composition within the selected school context (Cheng, 2020).

In terms of grade level, respondents are evenly distributed across Grades 4, 5, and 6. Grade 4 learners comprise 33.60% (112 respondents), followed closely by Grade 5 with 33.30% (111 respondents), and Grade 6 with 33.00% (110 respondents). This balanced representation across grade levels strengthens the sample's representativeness, ensuring that perspectives from all upper elementary grades are proportionately included. The distribution supports a comprehensive understanding of learner characteristics. Thus, the demographic profile indicates that the sample is well distributed by age and grade level, with a slight predominance of female learners. This composition provides a strong foundation for examining learner-related variables in upper primary education because it captures developmental diversity and maintains proportional representation across key demographic categories (Li, 2023).

The age composition of the respondents corresponds with findings from Chinese developmental and educational research, which identify late childhood as a critical period for the development of self-management and self-regulatory abilities. Children between the ages of 9 and 12 experience rapid growth in executive functions, including behavioral inhibition, goal maintenance, and emotional control, which are foundational to effective self-management in school contexts (Liu, 2018). Primary school learners' self-management skills are closely related to their cognitive maturity and classroom learning demands (Li, 2019). Accordingly, younger learners tend to rely more on teacher guidance and external regulation. These findings suggest that the predominance of learners aged 9 to 11 in the sample is developmentally appropriate for

introducing structured self-management interventions. However, such programs must be carefully designed to accommodate age-related differences in autonomy and self-control.

With regard to gender distribution, the higher proportion of female learners aligns with previous studies indicating that girls in primary school settings generally demonstrate higher levels of emotional regulation and classroom discipline than boys, particularly in structured educational environments (Zhang, 2015). Female students also tend to achieve higher levels of self-control and learning responsibility (Liu & Zhou, 2020). These differences help explain observed gender variations in academic engagement and classroom adjustment. Consequently, female learners may enter self-management interventions with stronger baseline regulatory abilities, a factor that should be considered when interpreting differences in program outcomes or learning gains across genders.

The nearly equal representation of learners across Grades 4, 5, and 6 enhances the analytical value of the sample by enabling the examination of developmental progression within upper elementary education. Although basic behavioral regulation is generally established by middle childhood, higher-order metacognitive skills—such as self-monitoring, reflection, and adaptive strategy use—continue to develop throughout the later primary school years (Zimmerman, 2002). Research indicates that Grade 5 and Grade 6 students often demonstrate greater independence in managing learning tasks and planning academic activities compared to Grade 4 students (Li, 2019). Therefore, differences in learner outcomes across grade levels may reflect natural developmental progression rather than disparities in instructional effectiveness.

Level of implementation of a self-management skills program for primary school students with respect to self-monitoring, self-evaluation, and self-reinforcement mechanisms

Table 2. The Level of Implementation of a Self-Management Skills Program for Primary School Students with respect to Self-Monitoring, Self-Evaluating, and Self-Reinforcing Mechanisms

Statement	Mean	SD	Verbal Interpretation
1. When I work toward something, it gets all my attention	3.70	0.46	Very High
2. I keep focused on tasks I need to do even if I do not like them	3.30	0.66	Very High
3. I become very aware of what I am doing when I am working towards a goal	3.49	0.50	Very High
4. I make sure to track my progress regularly when I am working on a goal	3.65	0.50	Very High
5. I pay close attention to my thoughts when I am working on something hard	3.39	0.67	Very High
6. I know I can track my behavior when working toward a goal	3.64	0.50	Very High
Self-monitoring	3.53	0.25	Very High
1. I seem capable of making clear plans for most problems that come up in my life	3.68	0.47	Very High
2. The goals I achieve mean much to me	3.25	0.65	Very High

Statement	Mean	SD	Verbal Interpretation
3. I have learned that it is important to make plans	3.52	0.50	Very High
4. The standards I set for myself are clear and make it easy for me to judge how I am doing on a task	3.64	0.48	Very High
Self-evaluation	3.52	0.27	Very High
1. I congratulate myself when I make some progress	3.68	0.47	Very High
2. I get myself through hard things by planning to enjoy myself afterward	3.26	0.64	Very High
3. I silently praise myself even when others do not praise me	3.52	0.50	Very High
4. When I do something right, I take time to enjoy the feeling	3.63	0.48	Very High
5. I give myself something special when I make some progress	3.37	0.68	Very High
Self-reinforcing	3.49	0.31	Very High
Overall Implementation of a Self-Management Skills Program	3.51	0.16	Very High

Table 2 presents the level of implementation of the self-management skills program among primary school students, including self-monitoring, self-evaluation, and self-reinforcement mechanisms. Overall, the program had a grand mean of 3.51 and a standard deviation of 0.16, which falls within the “Very High” category on the given scale. This result indicates that the self-management skills program was implemented to a very great extent and that learners consistently demonstrated behaviors associated with effective self-management across the three dimensions. The relatively low overall standard deviation further suggests a high level of agreement among respondents, indicating that the program's perceived implementation was stable and uniform across the sample (Li, 2019).

In terms of self-monitoring, the dimension obtained a composite mean of 3.53 (SD = 0.25), reflecting a very high level of implementation. All six indicators under this dimension were rated “Very High,” with mean scores ranging from 3.30 to 3.70. The highest-rated item, “When I work toward something, it gets all my attention” (M = 3.70, SD = 0.46), suggests that learners demonstrate strong focus when pursuing goals. Similarly, high ratings for tracking progress (M = 3.65, SD = 0.50) and awareness of behavior during goal-directed activities (M = 3.64, SD = 0.50) indicate that learners actively monitor their actions and progress. Although the item related to maintaining focus on disliked tasks obtained the lowest mean within the dimension (M = 3.30, SD = 0.66), it still falls within the "Very High" range. This suggests that learners are generally capable of maintaining task engagement even under less favorable conditions. While moderate item standard deviations imply some variability in individual experiences, they do not diminish the overall strong implementation of self-monitoring skills (Liu, 2018).

For self-evaluating, the dimension yielded a composite mean of 3.52 (SD = 0.27), which is also interpreted as very high. This indicates that learners demonstrate strong abilities in planning and evaluating their own performance. This is supported by high mean scores for making clear plans (M = 3.68, SD = 0.47) and setting clear standards to judge task performance (M = 3.64, SD = 0.48). These findings suggest that learners engage in goal-setting behaviors and assess their progress against self-defined criteria. The relatively lower mean for the statement “The

goals I achieve mean much to me" (M = 3.25, SD = 0.65) still falls within the very high category, indicating that goal attainment remains meaningful to learners despite some individual differences in goal valuation. The relatively low variability within this dimension suggests consistent engagement in evaluative processes among the respondents (Li, 2022).

In terms of self-reinforcing mechanisms, the composite mean of 3.49 (SD = 0.31) also indicates a very high level of implementation. Learners reported frequent use of both intrinsic and extrinsic self-reward strategies. These include congratulating themselves for progress (M = 3.68, SD = 0.47) and taking time to enjoy positive feelings after success (M = 3.63, SD = 0.48). Additionally, the use of planned rewards after completing difficult tasks (M = 3.26, SD = 0.64) and giving oneself something special for progress made (M = 3.37, SD = 0.68) suggests that learners actively reinforce their own efforts and achievements. Although these items show slightly higher standard deviations than others, the consistently high mean scores indicate that respondents regularly apply self-reinforcement practices (Li, 2021).

Overall, the high mean scores across all indicators demonstrate that the self-management skills program was implemented effectively, with learners demonstrating strong capacities to monitor their behavior, evaluate their performance, and reinforce their efforts. The relatively low standard deviations across the three dimensions suggest consistency in learners' experiences, indicating that the program's implementation was both effective and uniformly experienced among participants. These findings suggest that the program successfully fostered comprehensive self-management behaviors among primary school learners, providing a strong foundation for enhanced academic engagement and independent learning (Li, 2023).

The very high level of implementation of the self-management skills program across self-monitoring, self-evaluating, and self-reinforcing mechanisms aligns with previous studies indicating that primary school students who regularly engage in self-monitoring activities demonstrate higher levels of learning responsibility and classroom discipline (Liu, 2018). The strong self-monitoring outcomes observed in the present study suggest that the program effectively supported learners in developing sustained attention and behavioral awareness, which are foundational components of self-management during late childhood.

Furthermore, the high implementation of self-evaluation mechanisms is consistent with research suggesting that upper primary learners who are guided to set personal standards and evaluate their own performance tend to demonstrate greater learning autonomy and confidence in problem-solving (Li, 2022). Evidence also indicates that self-evaluation skills become more stable in Grades 5 and 6, as learners gradually shift from teacher-dependent evaluation to self-referenced judgment (Li, 2019). The high ratings for planning, goal clarity, and performance assessment in the present findings, therefore, indicate that learners were exposed to evaluative practices and were able to internalize them effectively.

The strong implementation of self-reinforcing mechanisms further supports findings indicating that reinforcement strategies strengthen persistence, motivation, and positive learning behaviors among primary school learners (Li, 2021). The consistently very high levels across all three self-management dimensions reflect patterns identified in related studies, emphasizing that comprehensive programs are more effective in developing self-regulatory skills. Scholars have argued that self-management should be viewed as an integrated system involving behavior, cognition, and motivation, rather than as a single isolated skill (Zimmerman, 2002). Therefore, the findings of the present study are supported by existing literature, suggesting that the program's design and implementation were developmentally appropriate and pedagogically effective for primary school learners.

Level of multi-faceted performance of the Primary School Students, in relation to Self-control, Self-confidence, and Sense of self-worth

Table 3. The Level of Multi-Faceted Performance of the Primary School Students, in relation to Self-control, Self-confidence, and Sense of Self-Worth

Statement	Mean	SD	Verbal Interpretation
1. I can stay focused on my schoolwork even when there are distractions around me.	3.69	0.47	Very High
2. I am able to stop myself from acting when I feel upset or angry.	3.25	0.64	Very High
3. I finish my homework and class tasks before doing fun activities.	3.52	0.50	Very High
4. I can wait patiently for my turn during class activities or games.	3.64	0.48	Very High
5. I control myself from talking or moving around when the teacher is explaining the lesson.	3.37	0.68	Very High
6. I can stay focused on my schoolwork even when there are distractions around me.	3.49	0.31	Very High
Self-Control	3.69	0.46	Very High
1. I believe I can do well in my schoolwork if I try hard.	3.26	0.64	Very High
2. I feel confident when I answer questions in class.	3.51	0.50	Very High
3. I am not afraid to share my ideas with my classmates and teacher.	3.64	0.48	Very High
4. I believe I can solve difficult problems if I keep working on them.	3.38	0.67	Very High
Self-Confidence	3.50	0.31	Very High
6. I believe that I am important and valuable in my class.	3.69	0.46	Very High
7. I feel good about myself when I do my best, even if I make mistakes.	3.25	0.64	Very High
8. I think that I have talents and abilities that make me special.	3.52	0.50	Very High
9. I feel happy knowing that my classmates and teachers appreciate me.	3.64	0.48	Very High
Sense of Self-Worth	3.52	0.27	Very High
Overall Multi-Faceted Performance	3.50	0.17	Very High

Table 3 presents the level of multifaceted performance of primary school students in self-control, self-confidence, and sense of self-worth. The overall mean of 3.50 with a standard deviation of 0.17 falls within the "Very High" category, indicating that learners demonstrate a very high level of personal and socio-emotional functioning across the three performance indicators. The relatively low standard deviation reflects strong consistency in participants'

responses. This suggests that these positive performance characteristics are widely shared among the respondents (Linying, 2021).

In terms of self-control, the composite mean is 3.69 (SD = 0.46), reflecting a very high level of behavioral and emotional regulation among learners. High mean scores were observed for maintaining focus despite distractions (M = 3.69, SD = 0.47), waiting patiently during activities (M = 3.64, SD = 0.48), and completing academic tasks before engaging in leisure activities (M = 3.52, SD = 0.50). These results indicate that learners demonstrate strong discipline in school settings. The ability to control emotions, such as stopping oneself from acting when upset or angry (M = 3.25, SD = 0.64), received a slightly lower rating than other indicators but still remained in the "Very High" category. This suggests that emotional self-control is generally well developed among the respondents, although individual differences may still exist. These findings indicate that learners possess strong self-regulatory capacities essential for effective academic engagement and classroom behavior management (Liu, 2018).

In the area of self-confidence, the composite mean of 3.50 (SD = 0.31) indicates a very high level of confidence in both academic and social contexts. Learners reported strong confidence in sharing ideas with peers and teachers (M = 3.64, SD = 0.48) and answering questions during class discussions (M = 3.51, SD = 0.50). The high rating for persistence in solving difficult problems (M = 3.38, SD = 0.67) demonstrates learners' belief in their ability to overcome academic challenges through sustained effort. Confidence in performing well when trying hard obtained a slightly lower mean (M = 3.26, SD = 0.64), although it still falls within the very high category (Min, 2019).

Regarding self-worth, the composite mean of 3.52 (SD = 0.27) indicates that learners have very positive perceptions of their personal value. High mean scores for feeling important and valued in class (M = 3.69, SD = 0.46) and for feeling appreciated by classmates and teachers (M = 3.64, SD = 0.48) indicate a strong sense of belonging and social acceptance within the classroom. Learners also reported positive self-regard when doing their best despite making mistakes (M = 3.25, SD = 0.64), reflecting a healthy attitude toward effort and failure. Additionally, the belief in possessing unique talents and abilities (M = 3.52, SD = 0.50) indicates a stable and positive self-concept among respondents (Liu & Zhou, 2020).

The very high level of multifaceted performance demonstrated by the primary school students in self-control, self-confidence, and sense of self-worth is consistent with findings from related studies. Self-control develops rapidly during the upper primary years as children acquire improved executive functioning and emotional regulation abilities (Liu, 2018). Students with stronger self-control are better able to maintain attention, manage emotional responses, and sustain learning engagement in academic tasks (Zhang, 2015). The very high level of self-control observed in this study suggests that learners possess strong regulatory capacities, enabling them to function effectively in structured classroom environments.

Furthermore, the very high level of self-confidence among learners aligns with research emphasizing the importance of mastery experiences and supportive classroom environments. Primary school students' academic confidence is closely associated with their perceived competence and opportunities to actively participate in classroom activities (Yiqing, 2019). Students who are encouraged to express ideas, answer questions, and persist in solving difficult tasks tend to develop stronger academic confidence and greater willingness to participate in learning activities (Pan, 2019). The findings of the present study suggest that learners generally believe in their ability to succeed through effort, reflecting a positive relationship between confidence, resilience, and adaptive learning behaviors.

The strong sense of self-worth displayed by the respondents is also supported by research indicating that primary school students who feel valued by their teachers and peers tend to exhibit higher self-esteem and lower academic anxiety (Gu, 2022). In classroom environments, feelings of appreciation and recognition contribute significantly to learners' perception of personal worth and belonging. Previous studies further suggest that self-control, self-confidence, and sense of self-worth are mutually reinforcing dimensions of student development. Self-control supports academic success, which in turn strengthens self-confidence and reinforces a positive sense of self-worth (Zimmerman, 2002). When learners effectively regulate their behavior and succeed in learning tasks, they are more likely to develop stable emotional and motivational resources that support sustained engagement and long-term academic development.

Difference in the multifaceted performance of the Primary School Students through their demographic profile

Table 4. The Difference in the Multifaceted Performance of the Primary School Students through their Demographic Profile

Age	χ^2-value	p-value	Decision	Conclusion
Self-control	0.1572	0.984	Failed to reject Ho	Not significant
Self-confidence	0.1653	0.983	Failed to reject Ho	Not significant
Self-worth	0.1694	0.982	Failed to reject Ho	Not significant
Overall Multi-faceted performance	0.0224	0.999	Failed to reject Ho	Not significant
Gender	U-value	p-value	Decision	Conclusion
Self-control	12425	0.184	Failed to reject Ho	Not significant
Self-confidence	12640	0.281	Failed to reject Ho	Not significant
Self-worth	12114	0.074	Failed to reject Ho	Not significant
Overall Multi-faceted performance	12909	0.452	Failed to reject Ho	Not significant
Year Level	χ^2-value	p-value	Decision	Conclusion
Self-control	0.0567	0.972	Failed to reject Ho	Not significant
Self-confidence	0.1322	0.936	Failed to reject Ho	Not significant
Self-worth	0.0574	0.972	Failed to reject Ho	Not significant
Overall Multi-faceted performance	0.0219	0.989	Failed to reject Ho	Not significant

Table 4 presents the test of differences in the multifaceted performance of primary school students, grouped by age, gender, and year level. The analysis indicates that no statistically significant differences were found across all demographic variables in self-control, self-confidence, self-worth, and overall multifaceted performance, as all p-values exceed the 0.05 level of significance. These findings suggest that learners' multi-faceted performance does not vary significantly across demographic groupings, indicating a relatively consistent level of socio-emotional functioning among the respondents (Li, 2023).

With regard to age, the chi-square test results show that self-control ($\chi^2 = 0.1572$, $p = 0.984$), self-confidence ($\chi^2 = 0.1653$, $p = 0.983$), self-worth ($\chi^2 = 0.1694$, $p = 0.982$), and overall multi-faceted performance ($\chi^2 = 0.0224$, $p = 0.999$) all failed to reach statistical significance. The extremely high p-values indicate a strong similarity in performance across age groups. These

findings suggest that learners demonstrate comparable levels of behavioral regulation, confidence, and sense of self-worth regardless of age. This may indicate that these competencies are consistently developed across the sampled age range within the upper primary level (Liu, 2018).

In terms of gender, the Mann–Whitney U test results likewise show no significant differences between male and female learners in self-control ($U = 12425$, $p = 0.184$), self-confidence ($U = 12640$, $p = 0.281$), self-worth ($U = 12114$, $p = 0.074$), and overall multi-faceted performance ($U = 12909$, $p = 0.452$). Although self-worth had a relatively lower p-value than the other indicators, it still exceeded the 0.05 significance threshold, indicating that the observed differences between genders are not statistically significant. These findings suggest that both male and female learners demonstrate similar levels of self-regulation, confidence, and perceived self-value within the educational setting (Min, 2019).

When grouped according to year level, the chi-square test results again indicate no significant differences across Grades 4, 5, and 6. The results for self-control ($\chi^2 = 0.0567$, $p = 0.972$), self-confidence ($\chi^2 = 0.1322$, $p = 0.936$), self-worth ($\chi^2 = 0.0574$, $p = 0.972$), and overall multi-faceted performance ($\chi^2 = 0.0219$, $p = 0.989$) all show non-significant values. This suggests that learners across different grade levels demonstrate comparable levels of multi-faceted performance, reflecting consistency in socio-emotional and behavioral competencies throughout upper primary education (Li, 2019).

These findings indicate that the development of these competencies may be more strongly influenced by shared educational experiences and school-wide learning practices than by demographic differences. Consequently, interventions or programs designed to enhance students' multi-faceted performance may be effectively implemented across diverse learner groups without requiring extensive differentiation based on demographic characteristics (Gu, 2022).

Developmental research has emphasized that during late childhood, particularly within the upper primary years, self-control and related socio-emotional skills gradually reach developmental consolidation. While early childhood often exhibits considerable variability in self-regulatory abilities, these differences tend to decrease in later primary years as children internalize school norms, routines, and behavioral expectations (Liu, 2018). This developmental pattern helps explain why no significant age-related differences in self-control, self-confidence, and self-worth were observed in the present study, despite the inclusion of multiple age groups.

Similarly, the absence of significant gender differences aligns with studies suggesting that gender gaps in socio-emotional competencies often diminish within structured and supportive school environments. Although boys and girls may initially differ in early expressions of emotional regulation and behavioral control, consistent classroom management practices and shared academic expectations contribute to convergence in behavioral and emotional outcomes (Pan, 2019). When classroom climates emphasize encouragement, collaboration, and active participation, both male and female learners tend to develop comparable levels of confidence and self-worth (Yiqing, 2019).

Previous research also suggests that non-significant demographic differences should not be interpreted as a lack of meaningful development, but rather as an indication of equitable and consistent educational support across student groups. In this context, the findings imply that students' self-control, self-confidence, and sense of self-worth may be shaped largely by shared classroom experiences, instructional practices, and school culture. This interpretation is further supported by the uniformly high levels of multi-faceted performance observed earlier, which

may indicate a ceiling effect that reduces observable differences among demographic groups (Zimmerman, 2002).

Table 5. The Effect of Self-Management Skills on the Multifaceted Performance of the Primary School Students

Predictor	Beta	SE	t	p	R2	Decision	Conclusion
DV: Self-control							
Intercept	3.5021	0.3657	9.577	<.001	0.048	Reject Ho	Significant
Self-monitoring	0.0214	0.0663	0.323	0.747		Failed to reject Ho	Not significant
Self-evaluation	0.1472	0.0618	2.383	0.018		Reject Ho	Significant
Self-reinforcing	-0.1727	0.0546	-3.165	0.002		Reject Ho	Significant
DV: Self-confidence							
Intercept	3.4974	0.3688	9.484	<.001	0.017	Reject Ho	Significant
Self-monitoring	-0.0525	0.0668	-0.785	0.433		Failed to reject Ho	Not significant
Self-evaluation	-0.0608	0.0623	-0.977	0.329		Failed to reject Ho	Not significant
Self-reinforcing	0.1135	0.055	2.062	0.040		Reject Ho	Significant
DV: Self-worth							
Intercept	3.84075	0.3234	11.875	<.001	0.011	Reject Ho	Significant
Self-monitoring	-0.11019	0.0586	-1.88	0.061		Failed to reject Ho	Not significant
Self-evaluation	0.0155	0.0546	0.284	0.777		Failed to reject Ho	Not significant
Self-reinforcing	0.00505	0.0483	0.105	0.917		Failed to reject Ho	Not significant
DV: Overall Multi-faceted Performance							
Intercept	3.6134	0.2094	17.258	<.001	0.009	Reject Ho	Significant
Self-monitoring	-0.0471	0.038	-1.24	0.216		Failed to reject Ho	Not significant
Self-evaluation	0.0339	0.0354	0.96	0.338		Failed to reject Ho	Not significant
Self-reinforcing	-0.0181	0.0312	-0.578	0.564		Failed to reject Ho	Not significant

Table 5 presents the results of regression analyses examining the effects of self-management skills on the multifaceted performance of primary school students, including self-control, self-confidence, self-worth, and overall performance. The findings indicate that the influence of self-management skills varies across performance dimensions and that their overall explanatory power remains modest (Li, 2023).

Regarding self-control, the regression model explains 4.8% of the variance ($R^2 = 0.048$), indicating a small but meaningful contribution of self-management skills to students' behavioral regulation. Among the predictors, self-evaluation shows a positive, statistically significant effect ($\beta = 0.1472$, $p = 0.018$), suggesting that students who are better at assessing their goals, standards, and progress tend to demonstrate higher levels of behavioral and emotional

regulation. In contrast, self-reinforcing shows a significant negative effect on self-control ($\beta = -0.1727$, $p = 0.002$). This finding suggests that greater reliance on self-reward strategies may be associated with reduced inhibitory control, possibly reflecting premature gratification or overreliance on rewards. Meanwhile, self-monitoring does not significantly predict self-control ($p = 0.747$), indicating that simple awareness of behavior may not be sufficient to influence self-regulation without evaluative or regulatory processes (Liu, 2018).

In the model predicting self-confidence, the explanatory power is lower ($R^2 = 0.017$), indicating that self-management skills account for only a small proportion of the variance in students' confidence levels. Among the predictors, only self-reinforcing emerges as a statistically significant positive predictor ($\beta = 0.1135$, $p = 0.040$). This implies that students who acknowledge their progress and reward themselves for achievements are more likely to feel confident in their academic abilities. Both self-monitoring and self-evaluation fail to reach statistical significance, suggesting that confidence may be influenced more strongly by motivational reinforcement rather than reflective or monitoring processes during this developmental stage (Min, 2019).

For self-worth, the regression model explains a very small portion of variance ($R^2 = 0.011$), and none of the self-management components demonstrate a statistically significant effect. Although self-monitoring approaches marginal significance ($p = 0.061$), it does not meet the established threshold. These findings suggest that students' sense of self-worth may be shaped more strongly by external social influences, such as classroom relationships and peer interactions, rather than by individual self-management strategies alone (Gu, 2022).

The model predicting overall multifaceted performance has very low explanatory power ($R^2 = 0.009$), and none of the self-management components demonstrate statistically significant effects. This suggests that although self-management skills may influence specific aspects of student functioning, they do not, when considered simultaneously, independently predict overall performance. This may be attributed to broader contextual, instructional, and socio-emotional factors that collectively shape students' development. Thus, the results indicate that self-management skills exert dimension-specific rather than global effects on students' multifaceted performance (Li, 2019).

The significant positive effect of self-evaluation on self-control supports previous research emphasizing the importance of evaluative processes in behavioral regulation. Self-evaluation strengthens internal regulation by shifting control from external supervision to internalized standards and self-reflection, enabling students to monitor and regulate their own actions more effectively (Zimmerman, 2002). Reflective learning processes have also been shown to predict classroom discipline and emotional regulation more strongly than simple behavioral awareness (Liu, 2018).

The negative effect of self-reinforcement on self-control is consistent with research cautioning against excessive reliance on reward-based strategies in self-regulation. When reinforcement mechanisms are not balanced with reflective evaluation and delayed gratification, students may become more focused on immediate rewards than on sustained behavioral control. Studies suggest that overemphasis on reward systems can weaken inhibitory control in children whose emotional regulation skills are still developing (Li, 2022).

In contrast, self-reinforcement positively influences self-confidence, consistent with motivational theories and empirical findings. Research indicates that self-praise, recognition of effort, and enjoyment of success experiences enhance students' beliefs in their competence and encourage persistence in academic tasks. Self-reinforcement, therefore, contributes directly to

the development of academic confidence by helping learners internalize their achievements and perceive themselves as capable learners (Pan, 2019).

The lack of significant predictors for overall multifaceted performance, combined with low R^2 values across the regression models, suggests that multifaceted performance is a complex, multidimensional construct. While self-management contributes to particular aspects of student development, overall performance integrates behavioral, emotional, motivational, and contextual influences. Consequently, self-management skills alone cannot account for a large proportion of the variance in holistic student performance (Liu & Zhou, 2020). This may also reflect a ceiling effect, considering the uniformly high levels of student performance observed in earlier analyses, which can reduce the observable explanatory power of predictive variables (Zimmerman, 2002).

Develop a proposed self-management skills development program based on the findings of the study

The proposed Self-Management Skills Development Program is designed in response to the study's findings. The study revealed a very high level of implementation of self-management skills and very high multi-faceted performance among primary school students. Notwithstanding these high baseline levels, regression analyses indicated that self-management skills exert selective and dimension-specific effects on students' performance. For instance, self-evaluation significantly influenced self-control, while self-reinforcing strategies significantly affected self-confidence, and no single self-management component predicted overall multifaceted performance.

These findings show that while students already demonstrate strong self-management capacities, refinement rather than remediation is needed. The program, therefore, focuses on strengthening effective components, balancing potentially counterproductive strategies, and integrating self-management with social and emotional supports to enhance sustainable student development.

Grounded in the study's findings, the proposed Self-Management Skills Development Program adopts a developmental and integrative approach. It does not treat self-management as a single skill, and the program recognizes its differentiated effects, emphasizing the strategic alignment of reflection and reinforcement. This design ensures that self-management skills contribute meaningfully to students' multifaceted performance and long-term personal development.

The program aims to strengthen students' self-evaluation skills to enhance their behavioral and emotional self-control. It also seeks to promote healthy self-reinforcement strategies that foster students' confidence. Furthermore, the program supports the growth of self-confidence through reflective practices and socially supportive learning environments. In addition, it integrates self-management skills into daily classroom routines to ensure consistent implementation across different ages, genders, and grade levels. Ultimately, the program aspires to foster holistic student development by aligning self-management skills with emotional regulation and a positive classroom climate.

The program targets Grade 4 to Grade 6 primary school students, regardless of age or gender, as findings indicated no significant demographic differences in multifaceted performance. This universal design supports inclusive and equitable implementation.

The program targets Grade 4 to Grade 6 primary school students regardless of age or gender because the study found no significant differences in self-control, self-confidence, self-worth, and overall multifaceted performance across these demographic groups. This shows that learners

in the upper primary level demonstrate similar developmental readiness for self-management skills.

Table 6. Proposed Self-Management Skills Development Program: Implementation Plan

Program Component	Key Focus	Core Activities	Basis from Study Findings	Person (s) In-Charge	Time Frame	Estimated Budget (US $)	Expected Outcomes
Self-Evaluation Enhancement	Strengthening self-control through reflection and goal standards	Goal-setting sessions; self-checklists; reflection journals; teacher-guided feedback	Self-evaluation showed a significant positive effect on self-control	Class Adviser / Subject Teacher	Weeks 1–3	4,500	Improved impulse control; stronger task persistence; better goal–behavior alignment
Balanced Self-Reinforcement	Building confidence without weakening discipline	Effort-based self-praise; delayed gratification exercises; motivation reflections	Self-reinforcing had a positive effect on self-confidence but a negative effect on self-control	Class Adviser / Guidance Teacher	Weeks 2–4	4,000	Increased self-confidence; healthier motivation; reduced impulsive reward-seeking
Integrated Self-Monitoring	Supporting awareness through daily classroom routines	Task trackers; focus cues; teacher modeling; peer monitoring	Self-monitoring showed no independent significant effect, indicating need for integration	Class Adviser / Subject Teacher	Weeks 1–5	3,500	Sustained attention; improved task awareness; support for evaluation and reinforcement
Self-Worth and Emotional Support	Strengthening self-worth through social and emotional context	Teacher affirmation; cooperative learning; strengths reflection	Self-worth was not directly predicted by self-management skills	Class Adviser / Guidance Teacher	Weeks 3–6	3,000	Stronger sense of belonging; positive self-concept; emotional resilience
Whole-Class Implementation	Inclusive and consistent program delivery	Daily classroom integration; consistent routines across grades	No significant differences by age, gender, or year level	School Head / Teachers	Weeks 1–8	2,500	Equitable skill development; consistent learner experience

Program Monitoring and Evaluation	Assessing effectiveness and refining implementation	Pretest–posttest measures; classroom observation; student reflections	Low R^2 values indicate outcomes are multifactorial	Researcher / School Head / Teachers	Weeks 1 & 8	2,500	Evidence-based evaluation; data for program refinement
Total Estimated Budget					8 weeks	19,000	

The program is structured into four main components, each designed to systematically develop students' self-management skills through targeted activities and expected outcomes. The first component, the Self-Evaluation Enhancement Module, focuses on strengthening self-control through reflective practices and the establishment of clear standards. Key activities include guided goal-setting sessions using age-appropriate learning targets, daily or weekly self-checklists to monitor task completion and behavior, reflection journals to encourage self-awareness, and teacher-facilitated discussions emphasizing effort, strategies, and continuous improvement. Through these activities, students are expected to demonstrate improved impulse control and task persistence, stronger alignment between their goals and behaviors, and greater internalization of learning standards, allowing them to rely more on self-regulation than external control.

The second component, the Balanced Self-Reinforcement Module, aims to build students' confidence while maintaining their self-control. This module emphasizes effort-based self-praise rather than material rewards, incorporates delayed gratification exercises, utilizes "effort recognition cards" to acknowledge persistence, and engages students in reflective activities on how rewards can support self-discipline. As a result, students are expected to develop self-confidence rooted in effort and progress, reduce dependence on immediate or material rewards, and improve their emotional regulation when facing challenging tasks. Complementing this, the third component, the Self-Monitoring Integration Module, supports students' awareness through structured classroom routines. Activities include visual task trackers and behavior charts, "focus time" cues to maintain attention, teacher modeling through think-aloud strategies, and peer-assisted monitoring during group work. These practices are expected to enhance students' sustained attention and task awareness while reinforcing self-monitoring as an integrated support skill within broader self-regulation processes.

The fourth component, the Self-Worth and Emotional Support Module, is designed to strengthen students' sense of self-worth within a supportive social context. Activities include teacher affirmation practices that emphasize effort and improvement, cooperative learning to foster peer appreciation, class discussions that frame mistakes as part of the learning process, and reflective exercises highlighting individual strengths and contributions. These strategies are expected to enhance students' sense of belonging and self-worth while reducing anxiety related to mistakes or failure. The overall program is implemented over 8 to 10 weeks and integrated into daily classroom routines to ensure consistency and practicality. It is facilitated by classroom teachers who receive orientation and simple implementation guides, with a whole-class approach adopted to ensure inclusivity and uniform development of self-management skills across students.

To evaluate its effectiveness, the program employs a comprehensive assessment strategy that includes pretest–posttest measures of self-control, self-confidence, and self-worth; classroom observations of self-management behaviors; student reflection journals and self-assessment tools; and qualitative teacher feedback on behavioral and emotional changes. The

expected impact of the program is the refinement of students' self-management skills through improved application in classroom contexts. Students are anticipated to demonstrate enhanced behavioral self-control, increased confidence grounded in effort-based reinforcement, and a stronger sense of self-worth supported by a positive classroom climate. Ultimately, the program contributes to holistic and sustainable student development by integrating academic, emotional, behavioral, and social growth.

D. Conclusion

The demographic profile shows a well-balanced and developmentally appropriate sample. The learners are predominantly in late childhood, a slight female majority, and nearly equal representation in Grades 4 to 6. This composition is consistent with research and provides a sound foundation for examining self-management skills among upper primary school students. The self-management skills program was implemented to a great extent across self-monitoring, self-evaluation, and self-reinforcement dimensions. There was consistency in learner engagement and minimal variability in responses. These findings confirm that the program effectively fostered comprehensive self-management behaviors. It provides a strong foundation for academic engagement and independent learning among primary school students. Primary school students exhibit a very high level of multifaceted performance in self-control, self-confidence, and self-worth. This suggests that students possess strong behavioral, emotional, and motivational competencies. It is supported by a positive and nurturing learning environment that promotes both academic engagement and socio-emotional development. Students' multi-faceted performance is consistent across age, gender, and year level, with no statistically significant differences observed among demographic groups. This suggests that self-control, self-confidence, and a sense of self-worth are equally developed by shared school experiences. It indicates that programs to enhance these competencies can be implemented effectively and inclusively across all upper primary learners.

Self-management skills have selective, dimension-specific effects on students' multifaceted performance rather than a broad overall influence. Self-evaluation significantly enhances self-control. Self-reinforcement strengthens self-confidence but may weaken self-control if not properly guided. None of the components independently predicts self-worth or overall performance. This suggests that self-management skills are most effective when integrated with supportive social and instructional contexts, underscoring the need for balanced, holistic intervention approaches. The proposed Self-Management Skills Development Program is grounded in the study's findings and addresses the identified gaps in students' self-management and multifaceted performance. By adopting a balanced and developmentally appropriate approach, the program strengthens self-control, self-confidence, and self-worth. It will promote inclusive, sustainable, and holistic development among upper primary school students.

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