

How Self-Regulated Learning Strategies Influence Writing Performance Among Working Graduate Students

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Abstract

This research examines how self-regulated learning strategies influence stress levels, motivation, and time management among working graduate students, specifically regarding their writing abilities. The investigation addresses ongoing debates about whether employment helps or hinders academic success for graduate students. A qualitative approach was employed using open-ended questionnaires distributed to English Education graduate students working full-time or part-time. This method enabled efficient data collection within a limited timeframe while maintaining depth of insight. The smaller sample size typical of qualitative research allowed for detailed analysis of participant experiences and strategies. With the majority of graduate students now balancing employment alongside their studies, understanding effective learning strategies becomes increasingly crucial. Previous research presents conflicting findings: some studies suggest that working negatively impacts academic performance, while others demonstrate that employed students can maintain high achievement levels through strategic approaches to learning. Results support that employed graduate students can excel academically when implementing effective self-regulated learning techniques. Participants demonstrated exceptional writing performance, evidenced by their published scholarly articles. These outcomes suggest that strategic time management, motivation maintenance, and stress reduction techniques enable working students to produce high-quality academic work. The findings challenge assumptions about employment as a barrier to academic excellence. Instead, they highlight how purposeful learning strategies can help graduate students successfully navigate the dual demands of work and academic responsibilities, particularly in writing-intensive disciplines. This research contributes valuable insights for supporting the growing population of employed graduate students.

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INTRODUCTION

Meeting their academic responsibilities presents a number of difficulties for graduate students. According to research by Evans et al. (2018), more than two-fifths of graduate students have moderate to severe anxiety symptoms, and the prevalence of depression and anxiety among them is six times higher than that of the general population. Jairam and Kahl (2012) showed how social network isolation exacerbates mental health issues for graduate students, especially for international cohorts that have to adjust to new cultures without family support. Graduate students' institutional standing requires them to wear many hats, including those of academics, researchers, teachers, and

staff, which makes it difficult to draw boundaries between their personal and professional lives. Chronic stress and fatigue are exacerbated by the lack of defined work constraints and ongoing demands for research engagement. Graduate student mental health outcomes are greatly influenced by the type of supervisor-student dynamics, with bad mentoring relationships being associated with increased anxiety, less academic engagement, and greater withdrawal rates (Zhao et al., 2007). Moorhouse and Wan (2023) state that these pupils have a variety of professional and educational backgrounds. This is consistent with a 2021 study by Qadir et al. that looked at the relationship between writing anxiety and demographic characteristics such age, gender, academic standing, and economic background. These diverse backgrounds may exacerbate the challenges associated with managing courses.

For second-language and foreign English language learners, writing ability is essential, especially in academic settings (Hussin et al., 2015). Success requires the ability to write academically (Nasihah & Cahyono, 2017). To help students improve their skills in data handling, statistical testing, and academic presentation of research findings, many graduate programs include statistical analysis assignments (Koh & Zawi, 2014). The intricacy of writing in a second language, which necessitates mastery of several components, such as grammatical structures, vocabulary range, and coherent thought organization, is frequently the cause of writing-related stress among graduate students (Qadir et al., 2021). Graduate students have to strike a balance between their career and academic obligations. Their work arrangements vary, encompassing both full-time and part-time roles. Their controlled motivation is influenced by both internal and external forces (Lepinoy et al., 2023). For adult and part-time students who have to balance their studies with jobs and other commitments, time management becomes essential (MacCann et al., 2012). According to Brady (2021), time management is a crucial self-control ability that allows students to actively manage their calendar in order to meet their academic objectives. This ability becomes essential for sustaining both professional and academic success. According to Shahsavar & Kourepaz's (2020) research, some students place more importance on finishing assignments on time than being comprehensive, especially when it comes to assignments like literature reviews that call for several months of focused effort.

Studies have shown that many students juggle full-time education with part-time employment, an issue that educators have largely overlooked, partly due to negative assumptions about such work's quality and its effects on academic performance McKechnie et al., (2010). Hall's (2010) research indicates that full-time students cannot indefinitely increase their work hours while reducing study and leisure time without compromising their academic success. This pressure to work may lead students to abandon their studies, shift to part-time enrollment, or fail courses, as there are limits to how much time management skills can compensate.

The backgrounds of students differ greatly, according to Seli & Dembo (2020). While some students start at community institutions, others attend universities to begin their study. They also have different educational backgrounds; some have just finished school, while others are returning from long sabbaticals. Self-regulation, according to Zimmerman, Barry J.; Schunk (2011), is the active control of one's ideas, motives, behaviors, and emotions in order to accomplish objectives. Self-regulated students utilize metacognition to monitor their progress and set goals. Zimmerman (2010) goes on to define self-regulated learning techniques as approaches to knowledge and skill acquisition that are distinguished by learners' efficacy, feeling of purpose, and control. This includes three essential elements: motivational dynamics, responsiveness to feedback regarding learning progress, and method use.

Despite its complexity, which includes several components and treatments for all-encompassing assistance, self-regulated learning is especially pertinent for graduate students (Edisherashvili et al., 2022). Because students of different ages approach studying, information processing, focus, and motivation differently, the implementation of SRL differs by educational level.

Writing is frequently viewed as secondary to research and teaching responsibilities in academic environments (Hyland, 2013). Planning, writing, and rewriting are frequently difficult tasks for students who struggle with writing. Mason et al. (2011) stress the value of carefully thought-out planning procedures, such as self-monitoring and goal-setting methods.

Three stages of SRL in writing are described by Seli & Dembo (2020): prewriting (choosing a topic and gathering sources), drafting (developing a structure), and revision (improving grammar and style). Despite being crucial for academic achievement, self-regulation necessitates significant mental, emotional, and motivational resources (Zimmerman, Barry J.; Schunk 2011). Self-awareness aids in problem identification, habit change, and goal setting. Students' motivation, learning styles, and performance are all strongly correlated with their academic emotions (Pekrun et al., 2002). Self-regulation may be impacted by social and personal difficulties (Baumeister & Vohs, 2004). Learners' attention and decisions are guided by motivation and positive self-beliefs, which increase perseverance in reaching difficult objectives (Zimmerman, Barry J.; Schunk, 2011).

Research indicates that effective time management correlates with higher GPAs (Seli & Dembo, 2012). The ability to manage time effectively plays a vital role in determining how well an individual performs and what they achieve (Nasrullah et al., 2015). Time management is a core component of self-regulation that fits naturally into the broader framework of self-regulated learning, offering opportunities for expanded research in this area (Brady, 2021). According to Valle et al., (2022), effective planning requires organizing activities in a systematic order and assigning specific periods to each activity to reach academic objectives. The process also includes a monitoring component where students track their efforts, monitor their time use, evaluate when they need help, and observe their progress. It is in line with Brady's (2021) time management is a crucial self-regulatory process and one of the primary dimensions students can actively manage in their learning Zimmerman & Risemberg, (1997). While some argue that working hours affect academic success, others contend that time management skills are more crucial than actual work hours Carney et al., (2005). According to Robotham (2012), there is still conflicting evidence regarding the benefits and drawbacks of term-time employment for higher education. The main problem is frequently not a lack of time, but rather the inefficient use of time that is available (Seli & Dembo, 2012).

Broadbent & Poon, (2015) found that self-regulated learning strategies, including time management, metacognition, critical thinking, and effort regulation, correlate positively with online academic achievement, though the correlation is stronger in traditional learning environments. Their research suggests further investigation is needed to understand how motivation interacts with these strategies in online learning contexts. This highlights a research gap regarding how graduate students can effectively self-regulate their learning process, particularly in managing stress, motivation, and time while completing coursework successfully. The current study examines how graduate students' self-regulated learning affects their stress levels, motivation, and time management in writing performance, specifically considering their varying work schedules. Based on the study's context, an analysis was conducted on three distinct types of research questions. The study's research questions are addressed as follows 1) how do Self-Regulated Learning strategies influence graduate students' stressfulness in writing performance? 2) How do Self-Regulated Learning strategies influence graduate students' motivation in writing performance? How do Self-Regulated Learning strategies influence graduate students' time management in writing performance?

METHOD

In order to provide comprehensive descriptive insights into comprehending events, processes, or particular viewpoints from the perspectives of the participants, this research uses a basic qualitative or basic interpretative study approach (Ary et al., 2010). This study uses document reviews and open-ended questionnaires in place of interviews to examine how graduate students' Self-Regulated

Learning practices impact their motivation, stress levels, and time management. These techniques aid in gathering data regarding the ways in which SRL affects the experiences and accomplishments of the participants in terms of their writing performance.

At a State University in Surabaya, the study uses purposive sampling and focuses on 20 graduate students studying English education in the 2022–2023 academic year. The study intends to include at least three participants from each category: full-time working students and part-time working students, even if the qualitative approach doesn't require a huge sample size. If the total is less than 20, at least three people per category are allowed. To ensure openness and prevent prejudice, all responses are included.

With a major methodological change, the study's questionnaire is adapted from Sun & Wang's (2020) "Questionnaire of English Writing Self-Regulated Learning Strategies." In order to extract more in-depth and complex information from participants, this study converts the scaled responses from the original instrument into open-ended questions. Three important aspects are examined in the questionnaire: students' writing techniques, time management techniques, and strategies for staying motivated to write. The questionnaire also includes a section at the end that asks about participants' tangible accomplishments, such as their published works, finished writing courses, and writing evaluation results. The purpose of this methodological change from scaled to open-ended responses was to collect more detailed, richer data for analysis.

Document analysis is also essential to data collection. Responses might be unstructured or follow preset forms, as Breakwell (2004) points out. Ary et al. (2010) state that document analysis aids in examining qualitative research coverage and its development by looking at participants' written products to assess how SRL methods affect their performance. The appendix contains the table of open-ended questions.

In addition to completing questions, participants send in samples of their writing for evaluation. For efficiency, Google Forms is used to distribute the questionnaires, enabling participants to answer in-depth questions based on their real-world experiences without being severely time-constrained. The open-ended questionnaire structure makes it possible to collect detailed data regarding participants' application of the SRL method and its outcomes.

In order to find significant patterns and important insights, the analysis process entails going over vast amounts of unstructured data (Ary, 2010). In order to extract deeper insights from the raw data, the study uses coding, in which researchers methodically go over the data to find recurrent patterns and important concepts. They then assign distinct codes to these aspects and organize related codes into larger themes. To ensure accuracy and avoid prejudice, word-for-word transcribing is essential.

RESULT

While this study was initially planned for 20 participants, only 16 graduate students volunteered to participate. However, due to the qualitative methodology employed, the reduced sample size does not significantly impact the study's validity. Among the participants, five students (participants 1, 8, 9, 13, and 16) qualify as full-time workers according to Stovell et al.'s 2022 definition of working 30 or more hours per week, with some employed in institutional settings and others working elsewhere. While the remaining eleven students work part-time.

How Self-Regulated Learning (SRL) Strategies Influence Graduate Students' Stressfulness in Writing Performance

The study reveals various categories of stress that graduate students experience in their writing tasks. These stressors include difficulties with grammar, word choice, topic selection, idea generation, reading comprehension, time management, and motivation. These challenges align with

previous research by Wijaya & Mbato, (2020), who identified that students commonly struggle with motivational issues, procrastination, anxiety, and unclear goals in academic writing.

For full-time employed students, employment status predominantly impacts their writing performance negatively through increased stress. Most full-time working students reported that their employment adversely affected their writing capabilities, primarily due to time constraints. However, there were exceptions: one participant reported no impact from employment on writing performance, while another noted that their job enhanced their writing skills.

Part-time employed students experienced similar stressors to their full-time working peers, including motivation issues, word choice difficulties, grammar challenges, idea generation problems, and time management concerns. The impact of these stressors varied among participants, with some reporting that the stress positively influenced their writing performance, while others experienced negative effects.

In addressing the study's primary objective of examining how self-regulated learning strategies influence students' stress levels, the findings indicate that employment status significantly affects stress levels, particularly through time management challenges for working students. While employment generally increased stress levels due to time constraints, some students found that their work experience positively impacted their writing skills.

How Self-Regulated Learning (SRL) Strategies Influence Graduate Students' Motivation in Writing Performance

The study reveals varied approaches to maintaining motivation among graduate students, particularly when facing writing challenges. For full-time working students, despite their demanding schedules, many demonstrate high self-motivation through persistent writing habits. Some continue writing out of academic obligation, while others push themselves to read more or seek inspiration through various platforms. Those who pause their writing when facing difficulties typically do so strategically, taking breaks to gain fresh perspectives or engage in motivation-boosting activities.

Regarding self-reward practices, participants showed diverse approaches. Some enhance their motivation through positive self-affirmations and engaging in enjoyable activities, while others view writing as a routine academic task that doesn't require rewards. These students prefer taking breaks over formal self-rewarding practices.

Among full-time workers, motivation strategies vary widely, including watching motivational videos on social media, maintaining a positive mindset about overcoming challenges, focusing on the pride of completion, staying mindful of deadlines, engaging in peer discussions, considering their work's potential impact, and maintaining a learning mindset. Their motivation primarily stems from internal drive, supplemented by external sources like social media and peer support.

Part-time working students similarly demonstrate high self-motivation in balancing work and academic writing. Most continue writing through difficulties, viewing challenges as learning opportunities. However, some choose to pause when stuck, believing forced writing could compromise quality. They cite various challenges, including laziness and confidence issues. Many engage in self-reward practices to maintain motivation and create an enjoyable writing experience, though some view writing as too routine to warrant rewards.

Overall, addressing the study's second objective, the findings indicate that most participants, regardless of employment status, value brief breaks to maintain productivity when facing writing challenges. While some maintain continuous progress despite difficulties, others employ various motivation strategies, including self-rewards ranging from enjoyable activities to positive affirmations. However, some participants view writing as a routine task that doesn't require specific rewards. Each participant has developed unique strategies to maintain motivation and achieve their writing goals.

How Self-Regulated Learning (SRL) Strategies Influence Graduate Students' Time Management in Writing Performance

All participants, regardless of employment status, recognize the necessity of taking breaks during their writing process, though the duration varies based on individual needs. Their approaches to social interactions differ significantly, with some maintaining social connections for inspiration and mental refreshment, while others limit social activities to maintain focus on writing, particularly when facing deadlines.

Full-time employed students demonstrate various strategies for balancing work and academic responsibilities. Some excel at multitasking, while others prioritize work commitments while keeping writing goals in sight. Their methods include creating writing outlines, prioritizing based on deadlines, and utilizing productivity tools. These students must carefully balance their professional obligations, academic writing, and social life, as social interactions can potentially spark creativity and improve motivation.

Part-time employed students share similar patterns with full-time workers, typically taking brief breaks due to their work commitments. Some deliberately avoid social activities to maintain writing focus, concerned that interruptions might disrupt their momentum. Others take a more flexible approach, deciding on social engagements based on deadlines and personal energy levels. Their time management strategies vary, from using motivational music to prioritizing work duties before writing, with some successfully managing concurrent tasks through systematic approaches like breaking down writing into smaller, manageable steps.

The study's success in terms of published articles varies across employment categories. Among full-time employed students, three out of five participants achieved publication. For part-time employed students, six out of eleven successfully published their work, indicating that more than half of this group achieved their writing goals.

One of the participants is of graduate student who works full-time and struggles primarily with time management for reading, as her career demands leave her with limited time to build the reference knowledge needed for her writing. When facing writing challenges, rather than forcing herself to continue, she seeks alternative perspectives and engages in activities that spark creativity and inspiration. She maintains motivation through self-rewards and a determined mindset, believing that every challenge has a solution and drawing inspiration from the anticipated pride of successful writing. To manage burnout, she takes multi-day breaks when necessary. While she sometimes declines social invitations when focused on writing, she generally attempts to balance both her job responsibilities and writing deadlines through various strategies.

Her writing process follows a structured approach: topic selection, outlining, reading, and planning. She builds her knowledge base by downloading numerous sources for extensive reading. Regarding workspace preferences, while she can write in various settings, she doesn't require complete silence but prefers an environment free from significant disruptions.

Her additional strategies include; seeking guidance from professors, valuing their feedback, documenting past mistakes to avoid repeating them, creating idea maps before writing, extensive reading, pursuing inspiration-generating activities, and maintaining persistence through difficulties, through these approaches, she works toward her goal of getting her writing accepted for publication while managing her professional responsibilities.

The other participant, of graduate full-time employment student, finds that his main source of stress comes from difficulty developing topics and arguments. Balancing his career and studies has resulted in infrequent writing practice. When struggling with inspiration, his approach is to take short breaks or walk around to clear his mind. He maintains motivation through positive self-talk, using affirmations like "I can do it!" and envisions his writing becoming part of his personal history.

When experiencing exhaustion, he takes 1-2 day breaks and maintains his social life, believing

that outdoor activities and pursuing personal interests generate positive energy that benefits his writing. As deadlines approach, he ensures he has at least an outline and preliminary content ready for feedback from task supervisors.

His writing process starts from topic selection, finding source readings for references, developing a thesis statement, creating an argument, writing an outline, and continuing improvement of reading skills.

For his writing environment, he requires silence to concentrate and uses headphones with his favorite music when a quiet space isn't available. He rarely consults with professors due to their busy schedules, but maintains a record of past mistakes to avoid repeating them. His pre-writing organization involves sequentially developing the topic, thesis statement, arguments, and supporting data.

When facing writing challenges, he takes breaks that involve having coffee, listening to music, playing games, and getting some sleep. Through these strategies, he works toward his goal of having his writing accepted for publication while managing his professional responsibilities.

The last participant, of full-time employed student who can provide good results in her writing performance, gives the result that her main stress comes from idea blockage, though her job provides unexpected benefits to her writing development through exposure to various writing styles, sentences, vocabulary, and new terminology. This professional exposure positively impacts her academic writing. When facing writing challenges, she perseveres by utilizing various writing tools and platforms for inspiration and assistance. She maintains a pragmatic approach to rewards, viewing writing as a routine task and only celebrating significant achievements like publication acceptance. Her motivation stems from continuous learning, particularly when discovering new writing styles, vocabulary, or terminology.

Her break periods range from one day to a week when experiencing burnout. She manages social commitments based on writing deadlines, always aiming to complete work ahead of schedule. When facing concurrent professional and academic deadlines, she leverages writing tools and AI assistance to meet her obligations.

Her writing process started with initialing topic ideation, learning from comparative analysis of other writing projects, identifying and improving upon past mistakes, working in both quiet and noisy environments, often with music, consulting with professors for guidance and ideas, choosing specific writing styles and adapting outlines accordingly, using existing templates when appropriate, learning from other writing projects.

Unlike some writers, she doesn't document her mistakes, relying instead on memory. She maintains flexibility in her working environment, being able to write effectively in both quiet and noisy settings. Through these approaches, she manages to balance her professional responsibilities while working toward her academic writing goals.

Addressing the study's third objective regarding self-regulated learning strategies' influence on time management, all participants emphasize the importance of rest periods to maintain productivity and prevent burnout. Most value social interactions for their benefits in generating new ideas, enabling problem-solving discussions, and providing mental refreshment. However, they carefully balance these activities against writing deadlines. Working students often prioritize professional responsibilities while striving to maintain progress in their academic writing, demonstrating various strategies to accomplish both.

DISCUSSION

The Impact of Self-Regulated Learning (SRL) Strategies on Graduate Students' Stressfulness in Writing Performance

The study's initial findings reveal diverse sources of stress among graduate students in their writing performance. The primary challenges include idea generation, vocabulary selection, and grammar usage—fundamental difficulties shared across all student groups. This aligns with Qadir et al., (2021) research, which highlights the complexities of second language writing, where learners must simultaneously master grammar rules, develop vocabulary, and organize thoughts in an unfamiliar language system. The variation in stress levels appears influenced by individual factors such as age, experience, and activities, particularly when examined through the lens of employment status.

This diversity in student backgrounds is consistent with Seli & Dembo, (2020) observations about varied educational paths and academic experiences. Shen's (2023) research on self-regulated learning strategies—encompassing environmental persistence, behavioral opportunity-seeking, and personal processes—provides a framework for understanding how students manage these stressors to achieve their goals.

Employment status significantly impacts students' stress experiences. Working students typically report increased stress due to time management challenges, though some find their professional experience enhances their writing abilities. This phenomenon aligns with McKechnie et al., (2010) observation that while part-time work alongside full-time studies is common, educators often overlook its impact on academic performance.

Lill's research in 2011 predicted potential negative impacts when work takes precedence over studies. The findings partially support this, as working students often prioritize professional obligations over writing tasks when deadlines conflict, though they strive to accomplish both. However, the study reveals successful outcomes: three out of five full-time working students and six out of eleven part-time working students achieved publication of their articles. Full-time workers face specific challenges in reading time allocation, topic elaboration, idea generation, and adapting to various writing styles, while part-time workers struggle primarily with word choice, grammar, and idea generation. These findings support Robotham's study in 2012, which found that combining work and studies often leads to improved stress management skills, reflecting Baumeister & Vohs, (2004) concept of positive stress management strategies.

The Impact of Self-Regulated Learning (SRL) Strategies on Graduate Students' Motivation in Writing Performance

The second finding reinforces prior research, such as Edisherashvili et al., (2022), which highlights the interconnectedness of emotion regulation and motivation, both of which can be improved through similar intervention strategies. Zimmerman, Barry J.; Schunk (2011) describe self-regulation as the process by which students manage their thoughts, motivations, behaviours, and emotions to achieve their goals. They emphasize that motivation is a critical component of SRL because it shapes how students reflect on their thoughts, feelings, and actions. These theories demonstrate that motivation is a vital aspect of SRL, and the strategies graduate students use to regulate their learning significantly influence their motivation in writing performance. To stay motivated, graduate students often adopt strategies such as rewarding themselves, sharing experiences with peers, practicing self-affirmation, and taking breaks to avoid burnout.

Understanding self-regulation sheds light on how it addresses daily life challenges. Baumeister and Vohs (2004) argue that most significant personal and social issues in modern society are linked to breakdowns in self-regulation, albeit within broader social contexts. For example, participants in this study, including unemployed graduate students, face unique struggles in writing, such as writer's block

and other challenges previously discussed.

The findings reveal that among the graduate students surveyed, 3 out of 5 full-time workers and 6 out of 11 part-time workers demonstrated strong writing performance, as evidenced by their ability to publish articles. These students displayed high motivation, driven by a belief in their ability to overcome challenges and a determination to persevere during periods of low motivation. Their strategies for maintaining motivation included self-rewards such as affirmations, watching motivational videos, seeking inspiration from others, engaging in discussions, exploring new ideas, and even using AI tools to generate fresh insights for their writing. These findings align with Seli & Dembo, (2012) theory, which emphasizes that students who understand motivation and learning processes can enhance their academic abilities. By practicing effective study methods and SRL techniques, students can improve their academic performance and achieve success.

For working graduate students, high self-motivation is essential as they balance their professional responsibilities with academic demands. Lill (2011) found that working is not inherently an obstacle, particularly when students are not forced to work solely to support their studies. Employed students were equally committed to completing their studies as unemployed students. Factors such as part-time work dynamics and employer motivations in hiring student-workers also play a role (Smith & Patton, 2013). This study introduces a new perspective, suggesting that graduate student-workers possess high levels of motivation to complete their writing and publish their work, reflecting their strong performance and commitment.

The Impact of Self-Regulated Learning Strategies on Graduate Students' Time Management in Writing Performance

The third finding of this study highlights the crucial role of time management in the writing performance of graduate students. This aligns with Seli and Dembo's (2012) assertion that students who manage their time effectively tend to achieve higher GPAs than those who do not. Time management is a key component of self-regulation, as students who struggle with it often focus on urgent tasks rather than making deliberate, strategic decisions about their work.

This study explores how SRL strategies influence time management among full-time workers, part-time workers, and unemployed graduate students. Each group employs different time management approaches to achieve its goals. According to Brady (2021), more research is needed to understand how time management and motivation interact—whether better time management promotes advanced study methods or if certain study approaches improve time management. Zimmerman and Schunk (2011) add that self-monitoring, which involves being aware of and adapting thoughts, emotions, and behaviours, is essential for managing changing tasks and environments effectively.

Graduate students employ diverse time management strategies, such as balancing social interactions with friends and allocating time to rest. Some students find inspiration and renewed motivation through socializing, while others prioritize completing tasks before deadlines. For unemployed graduate students, social activities are often weighed against the urgency of finishing their writing, with many choosing to prioritize their academic work over socializing.

The study also reveals that employed graduate students often rely on structured strategies, such as creating schedules and lists, to manage their time and monitor their activities. This finding aligns with Zimmerman & Risemberg, (1997) research, which shows that students who manage when and how long they study can actively control their learning. Brady (2021) further emphasizes that effective time management involves students taking charge of their schedules and allocating appropriate durations for tasks, leading to improved motivation and attitudes toward learning.

Nasrullah et al. (2015) emphasize that time management is critical for both professional and

personal success, and Valle et al. (2022) support this, highlighting the importance of planning, organizing tasks, setting time limits, tracking progress, and seeking help when necessary. This study corroborates these findings, showing that employed graduate students, despite their work commitments, often outperform unemployed students in writing performance, as evidenced by the publication of their articles.

Carney et al. (2005) note that while the number of hours a student works might affect academic success, time management skills are often more influential than working hours. The findings of this study suggest that effective time management enables employed graduate students to excel in writing performance, often surpassing their unemployed peers who, despite having more time, may fail to use it efficiently. Poor time management, as highlighted by Seli and Dembo (2012), typically results not from a lack of time but from the ineffective use of available time.

Robotham (2012) adds that research on the impact of student employment during academic terms remains inconclusive, showing both positive effects (such as improved time management) and negative outcomes (like missed classes). However, this study suggests that employment does not necessarily hinder academic success. Employed graduate students in this study demonstrate strong writing performance, raising the possibility that time constraints encourage more efficient use of time. This finding could serve as a foundation for future research to explore the nuanced relationship between employment, time management, and academic success.

CONCLUSION

This research examined how self-regulated learning (SRL) strategies affect graduate students' writing performance, with particular attention to the role of working graduate students. The study revealed important insights into the relationships between professional obligations, academic writing, and self-regulatory behaviors in graduate education. The findings showed that SRL strategies significantly impact writing performance for employed graduate students, though the patterns vary between groups, particularly between part-time and full-time working students. Employed students face challenges balancing work and academic responsibilities; they particularly benefited from motivation, time management, and goal-setting strategies in managing their dual commitments. This study advances existing research in three key ways: it illuminates how employment status moderates the relationship between SRL strategies and academic writing performance; it highlights the need for tailored support approaches for employed graduate student writers; and it demonstrates that successful graduate-level writing requires both writing skills and strong self-regulatory abilities.

The research suggests several practical applications. Graduate programs should develop targeted interventions for students based on their employment situation. Writing support services could benefit from offering different guidance for full-time workers versus part-time worker-students. Employed students gained advantages from their work experience in managing stress, motivation, and time, while unemployed students needed to focus more on monitoring their strategies to achieve writing goals. Further research could explore how the strategies employed by graduate students can face challenges in publishing their work. The study's limitations include its single-institution focus and reliance on self-reported data. Future research opportunities include conducting multi-institutional studies, employing diverse data collection methods, increasing the number of participants to generalize the theory, and performing longitudinal studies to track how SRL strategy use evolves throughout graduate programs and during employment transitions. Additional research could explore how the other group of graduate students, such as unemployed graduate students, achieve in writing by applying SRL.

In conclusion, this research emphasizes the vital role of SRL strategies in graduate students' writing success while highlighting employment status as a key factor. As graduate programs continue to attract diverse students with varying professional commitments, understanding these dynamics

becomes increasingly important. The research supports the theory that employed students demonstrate more effective self-regulated learning strategies in managing stress, motivation, and time, and can leverage their work experiences to enhance their writing performance. This suggests that standardized writing support approaches may be inadequate and that interventions tailored to students' employment circumstances might better serve diverse graduate writers' needs. This part is used to conclude the paper. Describe concisely the answers to the research problems or the findings related to the research objectives. Do not repeat the sentences presented in the results and discussion parts. The author might also suggest future researchers (s) to develop the article.

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