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Time Management Among Future Workforce: Mobile Technology, Digital Literacy, and Self-Directed Learning

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Abstract

The rapid digital transformation of the workplace has increased the demand for competencies that extend beyond technological proficiency. As prospective members of the future workforce, university students are expected to effectively manage their time, utilize digital information, and engage in self-directed learning. This study examines the effects of mobile technology, digital literacy, and self-directed learning on students' time management. A quantitative survey design was employed involving 150 students from the Fakultas Ekonomi dan Bisnis at Pattimura University, selected through purposive sampling. Data were collected using a five-point Likert-scale questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The results indicate that digital literacy has a positive and significant effect on students' time management. Self-directed learning also shows a significant influence, although the relationship is negative. In contrast, mobile technology does not significantly affect time management. These findings suggest that effective time management is influenced more by students' ability to process digital information and regulate their learning than by technology usage alone. The novelty of this study lies in integrating mobile technology, digital literacy, and self-directed learning into a single framework to explain time management among students as future workforce candidates. The findings provide practical implications for higher education institutions in strengthening digital competencies and self-management skills.

Keywords: Mobile Technology; Digital Literacy; Self-Directed Learning; Time Management; Future Workforce.

1. Introduction

Digital transformation has reshaped the way organizations operate, manage human resources, and create value in increasingly technology-driven environments. Advances in information technology, artificial intelligence (AI), automation, and digital work systems have generated new competency demands for the future workforce. Modern organizations no longer rely solely on individuals with strong academic and technical expertise; they also require employees who can adapt to continuous change, manage multiple responsibilities, and engage in lifelong learning to remain competitive (Akbar et al., 2017). Emerging work arrangements such as hybrid working, remote working, and digital collaboration have further highlighted the importance of self-management skills in flexible and dynamic work settings (Bona et al., 2025). In this context, higher education institutions play a strategic role in preparing students to become future workforce members capable of responding effectively to the challenges of the digital era.

Among the competencies required in today's workplace, time management has received increasing attention. Time management extends beyond scheduling activities; it reflects an individual's ability to prioritize tasks, allocate time efficiently, and accomplish responsibilities within predetermined deadlines. For university students, this competency is particularly important because they are expected to balance various commitments simultaneously, including academic responsibilities, student organizations, professional training programs, internships, and other self-development activities (Ulya et al., 2026). When time management skills are not adequately developed, students may experience reduced productivity, delayed task completion, increased academic stress, and even burnout, all of which can negatively affect their readiness for professional careers (Lara, 2025). Consequently, time management should be viewed not merely as a personal skill but as an essential component of workforce readiness in the digital age (Hasani & Alam, 2025).

In an increasingly digitalized educational environment, students' time management practices are closely linked to their use of mobile technology. Smartphones and various digital applications have become integral parts of

students' daily lives, supporting both academic and non-academic activities. Mobile technology enables students to access information, communicate, participate in online learning, and manage their activities with greater flexibility regardless of time and location constraints. Productivity applications, digital calendars, and task-management platforms also provide opportunities to enhance learning efficiency and improve time utilization (Alfit et al., 2023). For students in the Fakultas Ekonomi dan Bisnis, mobile technology is particularly relevant because their field of study is closely associated with technological innovation and digital business transformation. Students in this field frequently use mobile devices to access Learning Management Systems (LMS), search for academic resources, attend virtual classes, complete assignments, and collaborate through digital communication platforms. Beyond academic purposes, mobile technology is also used to participate in webinars, professional courses, online training programs, and to obtain up-to-date information on economic and business developments.

Furthermore, students increasingly utilize mobile applications related to digital banking, investment, and entrepreneurship. These practices indicate that mobile technology functions not only as a learning support tool but also as a medium for developing competencies that are increasingly valued in the future labor market. Despite these benefits, access to technology does not necessarily produce the same outcomes for every individual. On one hand, mobile technology can enhance productivity, facilitate task management, and support effective scheduling. On the other hand, it may also create distractions through social media, online gaming, video streaming, excessive notifications, and uncontrolled multitasking behaviors (Alfit et al., 2023). Such challenges are evident in the experiences of students who struggle to prioritize tasks, delay assignment completion, and maintain consistency in their academic activities despite having extensive access to digital technologies (Arsyad & Iestari, 2020). These observations suggest that the benefits of mobile technology depend not only on access to devices but also on users' ability to utilize them effectively.

Therefore, attention should be directed toward digital literacy as a competency that enables students to use technology more productively and purposefully. Digital literacy refers to an individual's ability to access, understand, evaluate, manage, and utilize digital information effectively and responsibly (Bidadari et al., 2024). Within higher education, this competency has become increasingly important as students are exposed to vast amounts of information across multiple digital platforms. Students with strong digital literacy skills are generally better equipped to use technology for productive and educational purposes rather than merely for entertainment (Sakinah et al., 2021). Moreover, the ability to critically evaluate and manage digital information can improve learning efficiency and optimize the use of available educational resources (Pangestu et al., 2024). In contrast, limited digital literacy may lead to information overload, ineffective technology use, and difficulties in managing academic responsibilities (Sinha, 2022). Consequently, digital literacy can be viewed as a critical factor influencing students' ability to manage their time effectively.

In addition to digital literacy, self-directed learning has emerged as another essential competency in the digital era. Rapid technological advancement and changing industry requirements require individuals to continuously update their knowledge and skills throughout their lives. Self-directed learning reflects an individual's ability to establish learning goals, identify relevant knowledge sources, manage learning processes, and evaluate learning outcomes independently (Hidayah et al., 2022). Students who possess strong self-directed learning skills tend to demonstrate greater discipline in organizing their learning activities, prioritizing tasks, and completing assignments on time (Mulyani, 2013). As higher education becomes increasingly supported by digital technologies, self-directed learning plays a crucial role in helping students adapt to change and continuously develop their competencies.

Conceptually, mobile technology, digital literacy, and self-directed learning are closely interconnected and may collectively influence students' time management behaviors. Mobile technology provides access to a wide range of learning resources and information, digital literacy enables students to evaluate and utilize those resources effectively, while self-directed learning encourages active engagement in the learning process. The interaction among these three factors may shape students' ability to prioritize responsibilities, manage academic demands, and use their time efficiently. Accordingly, time management can be understood as an outcome influenced not only by personal discipline but also by technological, informational, and self-regulatory competencies.

Research on mobile technology, digital literacy, and self-directed learning has expanded considerably in recent years. Agung et al., (2025) examined the role of mobile technology in supporting learning activities, while Li et al., (2025) and Zakir et al., (2025) highlighted the contribution of digital literacy to students' competencies and academic performance. Similarly, Virany et al., (2021) found that self-directed learning is associated with learning motivation and educational outcomes. Nevertheless, most existing studies have investigated these variables separately and have primarily focused on academic achievement and learning effectiveness.

This situation reveals an important research gap. Studies integrating mobile technology, digital literacy, and self-directed learning within a single framework to explain students' time management remain limited. Furthermore, relatively few studies have specifically examined students in the Fakultas Ekonomi dan Bisnis representatives of the future workforce. This group is expected to enter increasingly complex digital work environments, making the development of effective time management skills particularly important.

Addressing this gap, the present study proposes an integrated framework that examines the influence of mobile technology, digital literacy, and self-directed learning on time management among students in the Fakultas Ekonomi dan Bisnis future workforce representatives. In this study, time management is conceptualized not merely as an individual skill but as the outcome of interactions among technology use, digital information management, and self-directed learning behaviors. The study is expected to contribute to the literature on workforce readiness, digital literacy, and human resource development in the digital era. From a practical perspective, the findings may provide valuable insights for higher education institutions in designing strategies to strengthen students' digital competencies and self-management capabilities. Therefore, this study aims to analyze the effects of mobile technology, digital literacy, and self-directed learning on time management among Fakultas Ekonomi dan Bisnis students as future workforce.

2. Research Methods

This study employed a quantitative approach using a survey method to examine the effects of mobile technology, digital literacy, and self-directed learning on students' time management as future workforce members at Pattimura University. A quantitative design was considered appropriate because the study aimed to investigate the direct relationships among variables in an objective and measurable manner through statistical analysis. This approach enabled the researchers to obtain empirical evidence regarding the extent to which the proposed factors contribute to students' time management abilities.

The sampling process was conducted using purposive sampling, a non-probability sampling technique that selects participants based on specific criteria aligned with the objectives of the study. A total of 150 students from the Faculty of Economics and Business, Pattimura University, were selected as research participants. This sample size was considered adequate for analysis using Structural Equation Modeling–Partial Least Squares (SEM-PLS), which allows the simultaneous examination of relationships among multiple latent variables within a single research model.

Several criteria were established in selecting the respondents. First, participants had to be active students enrolled in the Fakultas Ekonomi dan Bisnisat Pattimura University. Second, they were required to be in their final years of study, specifically in the seventh semester or higher, as these students are generally more engaged in career preparation and possess broader academic experience. Third, respondents had to actively use mobile technology or smartphones in their academic and learning activities. Fourth, they needed to have experience using digital learning platforms to support their educational processes. Finally, respondents were expected to participate actively in academic and self-development activities related to career readiness, such as student organizations, seminars, training programs, professional certifications, internships, entrepreneurial projects, or other similar activities.

These criteria were established because the study focuses on students as representatives of the future workforce who are expected to possess digital adaptability, self-directed learning capabilities, and effective time management skills to succeed in increasingly dynamic and technology-driven work environments. Data were collected through a structured questionnaire using a five-point Likert scale ranging from strongly disagree to strongly agree.

In this study, mobile technology (X1), digital literacy (X2), and self-directed learning (X3) served as the independent variables, while students' time management (Y) functioned as the dependent variable. The collected data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the assistance of SmartPLS software. SEM-PLS was selected because of its ability to simultaneously analyze relationships among latent constructs and its suitability for predictive research and model development.

The data analysis procedure consisted of two main stages: measurement model evaluation (outer model) and structural model evaluation (inner model). The outer model assessment was conducted to examine the validity and reliability of the measurement instruments, whereas the inner model assessment was performed to evaluate the

relationships among variables through path coefficients, the coefficient of determination (R^2), and hypothesis testing.

3. Results and Discussions

The respondents in this study consisted of 150 students from the Fakultas Ekonomi dan Bisnis at Universitas Pattimura, selected using a purposive sampling technique in accordance with the research objectives. The participants were chosen based on several criteria, including active use of mobile technology in academic activities, experience with digital learning platforms, and involvement in self-development activities such as student organizations, seminars, training programs, professional certifications, and internships as part of their career preparation. Students from the Fakultas Ekonomi dan Bisnis were considered an appropriate research population due to their extensive engagement with digital technologies in both academic and professional development contexts. These characteristics make them particularly relevant for examining the relationships among mobile technology, digital literacy, self-directed learning, and time management. Through this respondent profile, the study aims to provide a comprehensive understanding of how technology utilization, digital literacy competencies, and self-directed learning abilities contribute to students' time management skills as part of their readiness to enter an increasingly digital and dynamic workforce.

3.1. Validity and Reliability Test

Validity testing was conducted to evaluate the extent to which the research indicators accurately measured the intended constructs. In the SEM-PLS approach, validity was assessed through convergent validity by examining the outer loading values and the Average Variance Extracted (AVE).

Table 1. Indicator validity test (Outer Loading)

Variable	Indikator	Outer Loading
Self-Directed Learning	SDL1	0,821
	SDL2	0,855
	SDL3	0,893
	SDL4	0,862
Digital Literacy	DL1	0,833
	DL2	0,849
	DL3	0,736
	DL4	0,760
Mobile Technology	MT1	0,806
	MT2	0,948
	MT3	0,935
Time Management	TM1	0,852
	TM2	0,844
	TM3	0,810

Based on the outer loading results, all indicators associated with the constructs of Self-Directed Learning, Digital Literacy, Mobile Technology, and Time Management demonstrated loading values above the recommended threshold of 0.70. The highest loading value was observed for indicator MT2 (0.948), while the lowest loading value was recorded for indicator DL3 (0.736). Despite this variation, all indicators satisfied the validity criteria, indicating that they adequately represent their respective constructs. These findings suggest that each measurement item contributes effectively to explaining the latent variable it was designed to measure.

Convergent validity was further evaluated using the Average Variance Extracted (AVE). The results revealed that all constructs achieved AVE values exceeding the recommended threshold of 0.50. Specifically, the AVE values were 0.736 for Self-Directed Learning, 0.634 for Mobile Technology, 0.807 for Digital Literacy, and 0.682 for Time Management. These values indicate that each construct explains more than 50% of the variance of its indicators. Therefore, based on both the outer loading and AVE results, all constructs in this study met the requirements for convergent validity. Consequently, the measurement instrument was considered valid and suitable for subsequent analysis.

Reliability testing was conducted to assess the consistency of the measurement instrument. An instrument is considered reliable when it produces stable and consistent results across measurements. In this study, reliability was evaluated using Cronbach's Alpha and Composite Reliability values for each construct.

Table 2. Reliability Test Results

Variable	Cronbachs' alpha	Rho a	Composite reliability
SDL	0,881	0,885	0,918
DL	0,813	0,844	0,873
MT	0,885	1,061	0,926
TM	0,848	0,870	0,896

The reliability analysis demonstrated that all constructs achieved Cronbach's Alpha values above the recommended threshold of 0.70, ranging from 0.813 to 0.885. These results indicate a satisfactory level of internal consistency. Similarly, the Composite Reliability values were all above 0.70, ranging from 0.873 to 0.926, indicating strong reliability across all constructs. These findings confirm that the indicators consistently measure their respective latent variables.

Overall, the validity and reliability assessments indicate that all constructs satisfied the requirements of the SEM-PLS measurement model evaluation. The constructs were deemed valid due to AVE values exceeding 0.50 and reliable because both Cronbach's Alpha and Composite Reliability values were above 0.70. Therefore, the dataset was considered appropriate for hypothesis testing and further structural model analysis.

3.2 Discriminant Validity Assessment

Discriminant validity was examined using the Heterotrait–Monotrait Ratio (HTMT) criterion to determine whether the constructs were empirically distinct from one another. A construct is considered to have adequate discriminant validity when the HTMT value is below 0.90.

Table 3. Results of the Heterotrait Monotrait Ratio (HTMT) Test

	SDL	DL	MT	MT
SDL		1,012	0,072	0,066
DL	0,813		0,678	1,019
MT	0,885	0,678		0,042
MT	0,848	1,019	0,042	

The results indicate that most construct relationships exhibited HTMT values below the recommended threshold of 0.90. The HTMT value between Self-Directed Learning (SDL) and Mobile Technology (MT) was 0.072, between Self-Directed Learning and Time Management (TM) was 0.066, between Digital Literacy (DL) and Mobile Technology was 0.678, and between Mobile Technology and Time Management was 0.042. These values suggest that the constructs are sufficiently distinct from one another and therefore satisfy the discriminant validity criterion.

However, two construct pairs showed HTMT values exceeding the recommended threshold. The relationship between Self-Directed Learning and Digital Literacy yielded an HTMT value of 1.012, while the relationship between Digital Literacy and Time Management produced an HTMT value of 1.019. These results indicate a high degree of similarity between the respective constructs, suggesting that discriminant validity was not fully achieved for these pairs.

Despite this limitation, the proposed model remains acceptable for further analysis because the constructs demonstrated satisfactory results in other validity and reliability assessments. Furthermore, the strong relationships among Self-Directed Learning, Digital Literacy, and Time Management can be theoretically justified, as these constructs are closely interconnected within the context of digital learning environments and students' preparedness for the future workforce. Therefore, the data remain suitable for subsequent structural model evaluation and hypothesis testing.

3.3 Hypothesis testing

Based on the objectives of this study, three hypotheses were proposed and tested: H1: Mobile Technology has a positive and significant effect on Time Management. H2: Digital Literacy has a positive and significant effect on Time Management. H3: Self-Directed Learning has a positive and significant effect on Time Management.

Table 4. Hypothesis Testing Results

Variable	Original Sample(O)	Sample Mean(M)	Standard Deviation (STDEV)	T-statistics	P values
Mobile Technology →Time Management	-0,002	-0,005	0,038	0,043	0,966
Digital Literacy →Time Management	1,214	1,210	0,043	27,922	0,000
Self-Directed Learning → Time Management	-0,385	-0,378	0,044	8,758	0,000

The first hypothesis examined the effect of Mobile Technology on Time Management. The analysis produced a path coefficient of -0.002, a T-statistic of 0.043, and a P-value of 0.966. Since the T-statistic is below the critical value of 1.96 and the P-value is substantially higher than 0.05, the relationship is not statistically significant. Therefore, H1 is rejected. The path coefficient is extremely small and close to zero, indicating that mobile technology usage does not meaningfully influence students' ability to manage their time. These findings suggest that the mere availability or use of mobile technology does not automatically improve time management. Its impact largely depends on how individuals utilize the technology. Mobile devices can support productivity when used for academic and organizational purposes; however, they may also become sources of distraction through social media, entertainment applications, and other non-academic activities. Consequently, technology use alone is insufficient to enhance time management without adequate digital literacy and self-regulation skills.

The second hypothesis investigated the influence of Digital Literacy on Time Management. The results revealed a path coefficient of 1.214, a T-statistic of 27.922, and a P-value of 0.000. These values indicate a positive and statistically significant relationship between digital literacy and time management. Therefore, H2 is supported. The positive coefficient suggests that students with stronger digital literacy skills tend to demonstrate better time management practices. Individuals with high levels of digital literacy are generally more capable of using technology productively by utilizing digital calendars, scheduling applications, online learning platforms, and academic information resources effectively. Moreover, their ability to evaluate, organize, and manage digital information helps reduce unnecessary distractions and supports more efficient use of time. This finding highlights digital literacy as a critical competency for students preparing to enter an increasingly technology-driven workforce, as it directly contributes to adaptability and effective task management in digital environments.

The third hypothesis assessed the effect of Self-Directed Learning on Time Management. The analysis generated a path coefficient of -0.385, a T-statistic of 8.758, and a P-value of 0.000. Since the P-value is below 0.05, the relationship is statistically significant, indicating that H3 is supported. However, the negative coefficient suggests an inverse relationship between the two variables. In other words, higher levels of self-directed learning are associated with lower levels of time management. This finding presents an interesting phenomenon within the context of students in the digital era. One possible explanation is that students who perceive themselves as highly independent learners often enjoy greater flexibility in determining when and how they study, which may result in less structured time allocation. In addition, confident self-directed learners may postpone tasks because they believe they can complete them independently without external supervision. As a result, despite possessing strong learning autonomy, their time management practices may become less systematic and efficient.

Overall, the findings indicate that Digital Literacy is the strongest predictor of students' Time Management among the variables examined in this study. Self-Directed Learning also demonstrates a significant influence, although the relationship is negative, while Mobile Technology does not have a significant effect on time management. These results suggest that students' ability to manage and utilize digital information effectively is more important than the mere frequency or intensity of technology use. Therefore, higher education institutions should prioritize the development of digital literacy competencies while simultaneously fostering self-management skills. Such efforts can help students maximize the productive use of technology and strengthen their readiness to thrive as future workforce members in an increasingly digitalized work environment.

4. Conclusion

The findings indicate that self-directed learning has a significant effect on students' time management; however, the relationship is negative. This suggests that students with higher levels of self-directed learning do not necessarily demonstrate better time management skills, as they tend to adopt a more flexible approach to organizing their learning activities. While such flexibility may foster autonomy, it can also reduce the structure and discipline required for effective time allocation. Digital literacy, on the other hand, was found to have a positive and significant effect on students' time management. This result implies that students who possess stronger abilities to access, evaluate, manage, and utilize digital information are more capable of organizing their time effectively. Enhanced digital literacy enables students to use technology productively through digital calendars, learning management systems, scheduling applications, and various academic resources, thereby supporting more efficient time utilization and reducing unproductive digital distractions. In contrast, mobile technology did not demonstrate a significant effect on students' time management. This finding suggests that the mere use of mobile devices is insufficient to improve time management capabilities. The effectiveness of mobile technology largely depends on how it is utilized by individuals. Without adequate digital literacy and self-regulation skills, technology may serve as a source of distraction rather than a tool for productivity. Overall, the study reveals that digital literacy is the most influential factor affecting students' time management compared to the other variables examined. The findings further suggest that students' readiness as a future workforce is shaped not only by their ability to use technology but also by their capacity to manage digital information, regulate their learning behaviors, and utilize technological resources in a productive manner. These results contribute to the growing body of knowledge in the fields of human resource development and higher education, particularly regarding the preparation of future generations for an increasingly digitalized work environment. Despite its contributions, this study has several limitations. The research was conducted exclusively among students from the Fakultas Ekonomi dan Bisnis at Universitas Pattimura, with a relatively limited sample size. Consequently, future studies are encouraged to include participants from different faculties and universities to enhance the generalizability of the findings. Further research may also incorporate additional variables associated with students' time management, such as self-control, learning motivation, academic stress, self-discipline, and digital distraction, to develop a more comprehensive explanatory model. Moreover, future studies could employ a mixed-methods approach to provide deeper insights into students' time-management behaviors and challenges within the context of the digital era.

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