

# The Role towards Coping Strategies and Time Management Skills on Self-Esteem among Caregiving Students

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## ABSTRACT

This study examines the influence of coping strategies and time management skills on self-esteem of Caregiving Senior High School students at Lorenzo S. Sarmiento Sr. National High School. The primary objective of the study was to ascertain the levels of coping strategies, time management skills, and self-esteem in terms of their respective indicators. It also aimed to identify significant differences between coping strategies, time management skills, and self-esteem, as well as to determine which domains of coping strategies and time management skills significantly influence self-esteem. The study employed correlational design and involved 134 respondents from Caregiving Senior High School students at Lorenzo S. Sarmiento Sr. National High School. The statistical tools used in this study included the average weighted mean, Pearson R, and multiple regression analysis. The results indicated a high level of coping strategies among Caregiving Senior High School students in terms of social support, problem solving, avoidance, and positive attitude. The study also revealed a high level of time management skills in the Caregiving Senior High School, particularly in time planning, time attitude and time consumer. In terms of self-esteem, the study found a high level among Caregiving Senior High School students, particularly in terms of family self, physical self, emotional self, academic-future self, and social self. Moreover, there was a high correlation and a significant relationship between coping strategies, time management skills and self-esteem, leading to the rejection of the null hypothesis. Furthermore, all domains of coping strategies received high ratings as perceived by the caregiving students.

**Keywords:** Caregiving Strand, Coping Strategies, Time Management Skills, Self-Esteem.

## INTRODUCTION

Self-esteem referred to a student's evaluation of their own worth, shaped by their perceptions of abilities, appearance, emotions, relationships, and social interactions (Kasyoka, 2023). In Japan, Nishimura (2025) observed that some university students struggled with low self-esteem, which could affect their daily functioning and sense of personal value. In the United States, Chen et al. (2025) reported that adolescents often experienced fluctuations in confidence and emotional self-esteem, influencing their well-being. Similarly, in the United Kingdom, Finning et al. (2023) found that students faced difficulties in maintaining family-related and emotional self-esteem, impacting their interpersonal experiences.

Coping strategies, on the other hand, played a crucial role in helping students manage stress and maintain self-esteem. According to Albandia et al. (2024) in Metro Manila, coping strategies such as problem solving, avoidance, positive attitude, and seeking social support were essential for students to handle academic and personal demands effectively. Baligod (2024) found that adaptive coping strategies correlated with lower levels of depression, anxiety, and stress among senior high school students, suggesting that proactive coping supported mental health. In Iloilo, Padilla et al. (2024) reported that students who utilized positive coping mechanisms were better able to manage academic pressures, enhancing their resilience and sense of self-worth. Similarly,

Reyes and Alon (2025) in Laguna highlighted that students who developed positive coping habits were more prepared to face personal and academic challenges, promoting higher self-esteem.

Time management skills referred to learners' ability to plan, organize, and control how they spend their time to effectively accomplish academic and personal tasks (Pangan et al., 2025). In Cebu City, studies among senior high school students showed that managing time well helped students balance schoolwork and personal responsibilities, reduce stress, and stay focused, which in turn boosts their self-esteem (Pangan et al., 2025). Additionally, in Quezon City, research revealed that students who plan their schedules, prioritize tasks, and set achievable goals feel more productive and confident because managing their time gives them a sense of control over their learning (Mariano, 2022). Similarly, in Iloilo, studies reported that students who adhere to organized schedules experience less anxiety, perform better academically, and develop stronger self-confidence, positively impacting their self-esteem (De Guzman et al., 2024). For instance, in a study of senior high school students, researchers found that those who effectively managed their time were significantly more confident in accomplishing tasks and maintaining focus, indicating that proper time management directly supports higher self-esteem (Santos et al., 2022).

In Mindanao, Roxas and Tolentino (2024) reported that many senior high school learners struggled to maintain their self-esteem, especially in areas such as family relationships, personal appearance, and interactions with peers. In Region XI, Sumalinog (2024) found that students faced ongoing challenges in managing their emotions, staying confident with their academic responsibilities, and connecting effectively with others. In Davao de Oro, Villanueva and Ortiz (2024) observed that some senior high school students showed unstable self-esteem, which was reflected in decreased motivation for schoolwork, lowered confidence in their abilities, strained social relationships, and emotional ups and downs. At Lorenzo S. Sarmiento Sr. National High School, there remained a consistently experienced challenges in sustaining academic and social confidence, maintaining a positive self-concept, and engaging effectively with others, reflecting persistent concerns related to self-esteem.

Despite the numerous studies conducted on student development and academic performance, no research had yet been carried out locally, particularly in Lorenzo S. Sarmiento Sr. National High School in Mawab District that highlighted the influence of coping strategies and time management skills on self-esteem among caregiving students. This study aimed to fill that gap by examining the influence of coping strategies and time management skills on the self-esteem of caregiving students and how these factors shaped their overall confidence and mental wellness.

## Research Objectives

1. To determine the level of coping strategies in Lorenzo S. Sarmiento Sr. National High School in terms of:
  - 1.1 social support;
  - 1.2 problem solving;
  - 1.3 avoidance; and
  - 1.4 positive attitude
2. To determine the level of time management skills in Lorenzo S. Sarmiento Sr. National High School in terms of:
  - 2.1 time planning;
  - 2.2 time attitude; and
  - 2.3 time consumer.
3. To determine the level of self-esteem in Lorenzo S. Sarmiento Sr. National High School in terms of:

3.1 family self;

3.2 physical self;

3.3 emotional self;

3.4 academic-future self; and

3.5 social self.

4. To determine the significant relationship between coping strategies and self-esteem in schools, particularly in Senior High School students at Lorenzo S. Sarmiento Sr. National High School.

5. To determine the significant relationship between time management skills and self-esteem in schools, particularly in Senior High School students in Lorenzo S. Sarmiento Sr. National High School.

6. To determine which of the domains in coping strategies influences self-esteem.

7. To determine which of the domains in time management skills influences self-esteem.

## METHODOLOGY

This study employed a quantitative, non-experimental, descriptive correlational research design to examine the effect of coping strategies and time management skills on the self-esteem of students. A correlational design was appropriate because it allowed the researchers to identify the degree and direction of the relationships among the variables without manipulating any of them (Curtis et al., 2020). This method also provided a systematic way of describing how coping strategies and time management skills were associated with self-esteem (Allen, 2021). By applying this design, the researchers determined whether variations in coping strategies and time management skills corresponded to changes in students' self-esteem, thereby offering insights that may help educators and policymakers support learners more effectively.

Survey questionnaires served as the primary instrument for data gathering, as they allowed standardized responses and efficient collection from a large number of participants within a short period (Ponto, 2020). The descriptive correlational approach was widely used in social and educational research because it helped determine the relationships among selected variables in real-life settings (Quevedo-Blasco, 2019). Thus, the chosen research design ensured reliability, practicality, and alignment with the study's objective of understanding how coping strategies and time management skills influenced the self-esteem of senior high school students in the Caregiving Strand.

### Population and Sample

Stratified random sampling was employed in selecting the respondents for this study. The subjects included students enrolled in the Caregiving Strand at Lorenzo S. Sarmiento Sr. National High School, Mawab, Davao de Oro. These individuals were considered ideal respondents because they were directly engaged in caregiving-related academic training, which aligned with the study's focus on coping strategies, time management skills, and self-esteem. According to Alvi (2020), carefully selecting a representative sample from a defined population enhances the credibility and generalizability of research findings. In this study, the respondents were drawn from the population of caregiving strand students enrolled during the school year 2025 to 2026.

Adeyemo et al. (2021) emphasized that determining an appropriate sample size is vital in ensuring accuracy and reliability in quantitative research. From a total population of 204 caregiving strand students, a random sample of 134 respondents was determined using the Raosoft sample size calculator. This number was considered statistically significant to represent the larger group of caregiving strand students in the institution. Shown in Table 1 were the respondents of the study, who were drawn from the caregiving strand population of Lorenzo S. Sarmiento Sr. National High School, Mawab, Davao de Oro, Philippines, for the school year 2025 to 2026.

## Statistical Tool

The following statistical tools were utilized for data analysis and interpretation.

**Mean.** This statistical tool was used to identify the level of coping strategies, time management skills, and self-esteem among Senior High School students in the Caregiving Strand.

**Pearson(r).** This statistical tool was utilized to examine the relationship between coping strategies, time management skills, and the students' self-esteem.

**Multiple Regression Analysis.** This statistical tool was employed to determine the extent to which coping strategies and time management skills influenced the self-esteem of Senior High School students in the Caregiving Strand.

## RESULTS

### Level of Coping Strategies

Shown in Table 1 are the mean scores for the indicators of coping strategies among Senior High School students in Lorenzo S. Sarmiento Senior National High School with an overall mean of 3.98 and described as high with a standard deviation of 0.59. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent's responses to the level of coping strategies are very evident in terms of pro

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.01 or high for problem solving 55 with a standard deviation of 0.81; 4.00 or high for avoidance with a standard deviation of 0.59; 3.99 or high for positive attitude with standard deviation of 0.70; 3.91 or high for social support with standard deviation of 0.77.

Table 1. Level of Coping Strategies

Indicators	Mean	SD	Descriptive Equivalent
Problem Solving	4.01	0.81	High
Avoidance	4.00	0.59	High
Positive Attitude	3.99	0.70	High
Social Support	3.91	0.77	High
<b>Overall</b>	<b>3.98</b>	<b>0.59</b>	High

### Level of Time Management Skills

Shown in Table 2 are the mean scores for the indicators of time management skills among Caregiving Students in Senior High School in Lorenzo S. Sarmiento Senior National High School with overall mean is 3.65 which is described as high, with a standard deviation of 0.52. The high level could be attributed to the very high ratings the respondents gave in all indicators. This entails that the respondents' responses to the level of time management skills are much positive in terms of time planning, time attitude and time consumer.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.97 or high for time planning with a standard deviation of 0.67; 3.92 or high for time attitude with a standard deviation of 0.71; 3.07 or moderate for time consumer with standard deviation of 1.16.

Table 2. Level of Time Management Skills

Indicators	Mean	SD	Descriptive Equivalent
Time Planning	3.97	0.67	High
Time Attitude	3.92	0.71	High
Time Consumer	3.07	1.16	Moderate
<b>Overall</b>	<b>3.65</b>	<b>0.52</b>	<b>High</b>

**Level of Self-esteem**

Shown in Table 3 are the mean scores for the indicators self-esteem among caregiving students in senior high school in Lorenzo S. Sarmiento Senior National High School overall mean is 3.64 described as high, with a standard deviation of 0.53. The high level could be attributed to the high ratings the respondents gave in all indicators. This entails that the respondents' responses to the level of self-esteem are much positive in terms of family self, emotional self, physical self, academic-future self, social self.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest 3.89 or high for physical self with a standard deviation of 0.80, 3.87 or high for academic-future self with a standard deviation of 0.98, 3.63 or high for emotional self with a standard deviation of 0.69, 3.47 or high for family self with a standard deviation of 0.69 and 3.35 or moderate for social self with a standard deviation 0.80.

Table 3. Level of Self-esteem

Indicators	Mean	SD	Descriptive Equivalent
Physical Self	3.89	0.80	High
Academic-future Self	3.87	0.98	High
Emotional Self	3.63	0.69	High
Family Self	3.47	0.69	Moderate
Social Self	3.35	0.80	Moderate
<b>Overall</b>	<b>3.64</b>	<b>0.53</b>	<b>High</b>

**Significance of the Relationship between Coping Strategies and Self-esteem**

The Pearson's r value for the variables presented is 0.17, with a p-value of < .001, which indicates a weak positive correlation. The dependent variable is students' self-esteem, while the independent variable is coping strategies. This suggests that students' self-esteem tends to increase slightly as they utilize coping strategies more effectively.

Since the table shows that the probability level for coping strategies and self-esteem is < .001, which is lower than the significance level of 0.05, the null hypothesis stating that there is no significant relationship between coping strategies and self-esteem, is rejected. The correlation of the variables indicates that coping strategies have a statistically significant relationship with students' self-esteem; however, the strength of the relationship is weak, as reflected in the Pearson's r value of 0.171.

Table 4. Significance of the Relationships Between Coping Strategies and Self-esteem

	Pearson's r	p
Coping Strategies—Self-esteem	0.171*	<.001

**Significance of the Relationship Between Time Management Skills and Self-esteem**

The Pearson's r value of the two variables is 0.132, with a p-value of <.001. The dependent variable is students' self-esteem, and the independent variable is time management skills. It suggests a weak positive correlation between time management skills and students' self-esteem. This means that as students improve their time management skills, their self-esteem may increase slightly.

It reveals that the overall result of indicators in time management skills has a p-value of <.001, which is lower than the significance level of 0.05. Therefore, the null hypothesis stating that there is no significant relationship between time management skills and students' self-esteem, is rejected. The weak correlation of the variables indicates that the indicators in time management skills have minimal impact on students' self-esteem.

Table 5. Significance of the Relationships Between Time Management Skills and Self-esteem

	Pearson's r	p
Time Management Skills—Self-esteem	0.132*	<.001

**Significance of the Influence of the Domains of Coping Strategies on Self-esteem**

Using Multiple Regression Analysis, the data revealed that the influence of coping strategies on self-esteem among Senior High School students in Lorenzo S. Sarmiento Sr. National High School has an F-value of 24.57 and a corresponding significance p-value of < .001, which is statistically significant.

This means that coping strategies significantly influence the self-esteem of Senior High School students since the probability value is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected. The R<sup>2</sup> value of 0.214 implies that 21.4% of the variation in self-esteem is explained by coping strategies. Meanwhile, the remaining 78.6% is attributed to other factors not included in the study.

Table 6. Significance of the Influence of the Domains of Coping Strategies on Self-esteem

Coping Strategies	Coefficients	t	p	Decision $\alpha=0.05$
Problem Solving	-0.029	-0.411	.940	H <sub>0</sub> is not rejected
Avoidance	0.014	1.201	.676	H <sub>0</sub> is not rejected
Positive Attitude	-0.046	-0.589	.107	H <sub>0</sub> is not rejected
Social Support	0.105*	1.338	.042	H <sub>0</sub> is rejected
<b>Dependent Variable: Self-esteem</b>				

\*p< 0.05 R=0.0463 R<sup>2</sup>=0.214 F-value=24.57 p-value=<.001

**Significance of the Influence of the Domains of Time Management Skills on Self-esteem**

Presented in Table 7 is the regression analysis on the influence of time management skills on self-esteem among Senior High School students in Lorenzo S. Sarmiento Sr. National High School. The table shows a computed F-

value of 34.95 and a corresponding p-value of  $< .001$ , indicating that time management skills significantly influence self-esteem since the probability value is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected.

The coefficient of determination ( $R^2$ ) of 0.193 implies that 19.3% of the variation in self-esteem is explained by time management skills, specifically time planning, time attitude, and time consumer. Meanwhile, the remaining 80.7% is attributed to other factors not included in the study.

Table 7. Significance of the Influence of the Domains of Time Management Skills on Self-esteem

Time Management Skills	Coefficients	t	p	Decision $\alpha=0.05$
Time planning	-0.029	-0.411	.940	$H_0$ is not rejected
Avoidance	0.014	1.201	.676	$H_0$ is not rejected
Positive Attitude	-0.046	-0.598	.107	$H_0$ is not rejected
Social Support	0.105*	1.338	.042	$H_0$ is rejected
<b>Dependent Variable: Self-esteem</b>				

\* $p < 0.05$   $R=0.044$   $R^2=0.193$   $F\text{-value}=34.95$   $p\text{-value}=<.001$

## DISCUSSIONS

### Level of Coping Strategies

The respondents' level of coping strategies in Lorenzo S. Sarmiento Sr. National High School is high. This means that the various ways students handle stress, such as focusing on solving problems, managing their emotions, or seeking support from others, are very evident. While the overall use of coping strategies is strong, it leans toward adaptive and positive approaches. Effective coping strategies play an important role in building students' self-esteem. Students who actively manage stress, maintain emotional balance, and approach challenges constructively are more likely to feel confident and capable, which strengthens their sense of self-worth. It is encouraging to see that the students at Lorenzo S. Sarmiento Sr. National High School consistently use positive coping methods in their daily lives (Zacher & Rudolph, 2021).

This finding aligns with the work of Park (2022), who suggest that problem-solving behaviors and healthy emotional regulation can significantly boost self-esteem. Social support also plays a key role, as students who feel valued and supported by peers and family tend to develop stronger confidence and a positive self-image (Thoits, et al. 2020). Avoiding reliance on unhelpful strategies, such as denial or withdrawal, further protects students from emotional distress and promotes psychological well-being (Compas et al., 2021). In general, understanding and promoting effective coping strategies helps create a more resilient, confident, and positive learning environment for students (Gross, 2022).

### Level of Time Management Skills

The respondents' level of time management skills in Lorenzo S. Sarmiento Sr. National High School is high. This means that the different aspects of time management among Senior High School students in Lorenzo S. Sarmiento Sr. National High School were very evident except for time consumer which is in moderate level. The high level of time management observed indicates a strong capacity for organizing, planning, and allocating time effectively to meet both academic and personal responsibilities. When students are able to manage their time well, it provides them with opportunities to prioritize tasks, plan activities, and maintain focus, which can help address challenges such as procrastination or ineffective use of time. By practicing time management, students can approach their responsibilities in a structured and deliberate manner, fostering a productive and balanced

learning environment. These skills may include planning and scheduling, goal setting and prioritization, time monitoring, and organization.

This result aligns with the proposition of Claessens et al. (2021), who argue that proactive planning enables individuals to anticipate task demands and reduce time pressure, thereby enhancing performance and minimizing stress. According to Zimmerman and Schunk (2020), effective planning and goal setting are essential components of self-regulated learning that enable students to monitor their progress and achieve desired outcomes. The significant level of time management among Senior High School students highlights the effectiveness of these practices in promoting academic success. Aeon and Aguinis (2022) further emphasize that individuals who consistently prioritize and plan tasks demonstrate greater efficiency and sustained motivation. Additionally, Macan (2020) notes that students who monitor their time effectively develop a greater sense of control, enhancing productivity and reducing anxiety.

### **Level of Self-esteem**

The respondents' level of self-esteem at Lorenzo S. Sarmiento Sr. National High School is high. The high level of self-esteem observed among Senior High School students at Lorenzo S. Sarmiento Sr. National High School suggests that there may be various factors contributing to positive self-evaluation. Previous studies have shown that students' confidence in their abilities, social roles, and possibilities can impact their emotional stability, decision-making, and overall well-being (Marsh & Martin, 2021). Additionally, social acceptance and peer support have been found to have a positive influence on students' self-esteem (Leary, 2022). This aligns with previous research indicating that positive interpersonal interactions and recognition from others can enhance self-perception and psychological resilience among students (Orth & Robins, 2022).

The high level of physical self-esteem indicated that students' self-evaluation among Senior High School students was high positive and well-observed. This insinuates that there may be underlying factors contributing to self-esteem among Senior High School students. It is important to delve deeper into these factors to understand the root causes and develop effective strategies to address them. The findings suggest that there may be underlying factors contributing to self-esteem among Senior High School students at Lorenzo S. Sarmiento Sr. National High School. It is crucial to delve deeper into these factors to understand the root causes and develop effective strategies to address them. Previous research has highlighted the importance of self-esteem in overall development, as individuals with low self-esteem may struggle to perform optimally in social, academic, and personal domains, even when opportunities and support are available (Harter, 2020).

Additionally, the confidence of students in their physical, social, and academic-future selves plays a significant role in their overall sense of self-worth and resilience (Usher & Pajares, 2020). Self-confidence not only influences a student's perception of competence but also aids in effectively navigating challenges and maintaining psychological well-being (Marsh & Martin, 2021).

### **Significance of the Relationship Between Coping Strategies and Self-esteem**

The results of the study revealed a statistically significant relationship between coping strategies and self-esteem among the respondents; however, the computed R value indicated only a weak correlation between the two variables. This weak magnitude suggests that although coping strategies and self-esteem are related, the strength of their association is limited. In practical terms, increases in the use of adaptive coping strategies are accompanied by only slight improvements in self-esteem. This implies that coping behavior alone may account for only a small portion of the variance in respondents' self-worth, and that other psychological, social, or contextual factors likely exert a stronger influence.

While the findings are consistent with the theoretical position of Lazarus and Folkman (2020), which emphasizes the role of active coping in fostering positive self-evaluation, the weak correlation highlights an important nuance: the presence of coping skills does not automatically translate into a robust sense of self-esteem. It is possible that coping strategies function more as protective mechanisms against stress rather than as primary drivers of self-worth. Similarly, although respondents who utilized problem-focused strategies such as planning and problem-solving tended to report better self-perceptions, the limited strength of association suggests that

these strategies may support stability rather than substantially elevate self-esteem. Emotion-focused approaches, including acceptance and positive reappraisal, contribute to emotional regulation (Gross, 2022), yet emotional stability does not necessarily equate to a strong evaluative judgment of the self.

The same critical perspective applies to social support and maladaptive coping. Seeking support from family, friends, or peers has been linked to enhanced confidence and belonging (Leary et al., 2021), but the weak overall correlation indicates that external validation may interact with deeper internal processes, such as core beliefs or prior achievement experiences, before influencing self-esteem. Conversely, although maladaptive strategies like avoidance are associated with poorer psychological adjustment (Compas et al., 2021), their direct impact on self-esteem may be indirect or mediated by prolonged stress, academic outcomes, or interpersonal difficulties.

Overall, the weak correlation underscores that self-esteem is a complex and multifaceted construct. Coping strategies, whether problem-focused, emotion-focused, or socially oriented that appear to contribute incrementally rather than decisively to self-worth. Therefore, while strengthening adaptive coping remains beneficial for psychological well-being, interventions aimed at enhancing self-esteem may need to address broader domains such as mastery experiences, social belonging, identity development, and long-term achievement patterns to produce more substantial effects.

### **Significance of the Relationship Between Time Management Skills and Self-esteem**

The results of the study revealed a statistically significant relationship between time management skills and self-esteem. However, the computed R-value indicated only a weak correlation between the two variables. This weak magnitude suggests that while improvements in students' time management skills are associated with increases in self-esteem, the rate of change is minimal. In other words, effective planning and organization may contribute to self-worth, but they explain only a small portion of the overall variance in students' self-esteem. This implies that self-esteem is influenced by broader psychological and social factors beyond behavioral management of time.

The findings align with the perspective of Zimmerman and Schunk (2020), who emphasize that goal setting, prioritization, and self-monitoring are central components of self-regulated learning. These skills can enhance students' sense of competence and control over academic tasks. However, the weak correlation suggests that feeling organized or academically in control does not necessarily translate into a deeply rooted sense of personal value. Time management may foster task-specific confidence rather than global self-esteem. Thus, while students may perceive themselves as capable in managing responsibilities, this competence may not strongly generalize to their overall self-evaluation.

Similarly, Claessens et al. (2021) and Macan (2020) reported associations between time management skills and positive self-perceptions, indicating that students who effectively organize their schedules and meet deadlines often display higher motivation and psychological well-being. Nevertheless, the limited strength of the present correlation underscores that such skills are likely to function as supportive rather than foundational determinants of self-esteem. Time management may reduce stress and improve academic performance, which indirectly contributes to confidence, but it may not independently shape core self-worth.

Overall, the weak relationship highlights the multifaceted nature of self-esteem. Although strengthening time management skills can enhance students' academic functioning and situational confidence, interventions aimed at substantially improving self-esteem may need to incorporate additional elements such as social affirmation, mastery experiences, and identity development. Time management appears to be one contributing factor among many, rather than a dominant predictor of students' overall sense of self-value.

### **Significance of the Influence of the Domains of Coping Strategies on Self-esteem**

The findings of the study reveal that most domains of coping strategies do not significantly influence self-esteem. Specifically, problem solving, avoidance, and positive attitude were not found to meaningfully predict respondents' level of self-worth. Although problem-focused coping is widely recognized as an adaptive strategy that enhances individuals' ability to manage stressors effectively (Carver & Connor-Smith, 2020), the present

results suggest that simply engaging in problem-solving behaviors may not directly translate into a stronger evaluation of personal worth. Similarly, avoidance coping, often associated with negative emotional outcomes and maladjustment when used excessively (Compas et al., 2021), did not significantly determine self-esteem in this study. This indicates that coping responses to stress, whether adaptive or maladaptive, may not independently shape how individuals globally assess their value as a person.

The absence of a significant influence from positive attitude further supports the idea that self-esteem is a multidimensional construct that extends beyond isolated cognitive or emotional strategies. While maintaining optimism and positive reframing has been linked to better psychological adjustment and resilience (Cheng et al., 2021), these tendencies may contribute indirectly to well-being rather than function as direct determinants of self-esteem. Contemporary perspectives emphasize that self-esteem develops from accumulated experiences of competence, achievement, and meaningful social interactions rather than from singular coping behaviors alone (Orth & Robins, 2022). Hence, internal coping mechanisms, though beneficial for emotional regulation, may not be sufficient to substantially alter one's overall sense of self-worth.

Notably, social support emerged as the only domain that significantly influenced self-esteem, highlighting the central role of interpersonal relationships in shaping individuals' perceptions of their value. This finding is consistent with sociometer theory, which posits that self-esteem operates as a psychological gauge of social acceptance and belongingness (Leary & Baumeister, 2020). When individuals perceive encouragement, validation, and emotional assistance from others, they are more likely to internalize positive self-evaluations. Recent research also affirms that supportive social networks serve as protective factors that strengthen self-esteem, particularly in academic and developmental contexts (Harris & Orth, 2020). Therefore, while coping strategies are important for managing stress, the presence of meaningful and affirming social connections appears to be more critical in fostering healthy self-esteem.

### **Significance of the Influence of the Domains of Time Management on Self-Esteem**

The findings of the study indicate that most domains of time management skills do not significantly influence self-esteem. Specifically, time planning, avoidance, and positive attitude were not found to meaningfully predict respondents' sense of self-worth. Although time management literature suggests that planning and structured task organization enhance productivity and reduce stress (Claessens et al., 2021), these behaviors alone may not directly shape how individuals evaluate their overall worth. Similarly, avoidance behaviors, while often linked to negative academic and emotional outcomes (Steel & Klingsieck, 2022), may not be sufficient to determine one's level of self-esteem. This suggests that self-esteem is a broader psychological construction that cannot be explained solely by personal time management practices.

The lack of significant influence from positive attitude further supports the notion that self-esteem extends beyond isolated cognitive or behavioral tendencies. While optimistic thinking and self-regulated behaviors are associated with improved academic functioning (Zimmerman & Schunk, 2020), they may contribute indirectly rather than serve as direct determinants of self-worth. Self-esteem is generally rooted in deeper evaluative processes that integrate personal competence, achievement experiences, and social feedback. Therefore, internal management strategies alone may not substantially alter individuals' perceptions of their value.

Notably, social support emerged as the only domain that significantly influenced self-esteem, underscoring the central role of interpersonal relationships in shaping self-worth. According to sociometer theory, self-esteem functions as an internal indicator of social acceptance and belongingness (Leary et al., 2021). When individuals perceive encouragement, validation, and assistance from others, their confidence and sense of personal value are strengthened. The findings therefore emphasize that while time management skills are important for performance and organization, supportive social environments are more critical in fostering healthy self-esteem.

## **CONCLUSION**

The respondents exhibited a high level of coping strategies and time management skills. They predominantly employed adaptive coping strategies, with problem-focused, emotion-focused, and social support-oriented coping being the most utilized, while avoidant coping was less frequent. In terms of time management,

respondents demonstrated strong abilities in goal setting, planning, and monitoring their time, with moderate proficiency in controlling procrastination. These findings indicate that respondents are generally capable of effectively managing stress and organizing their academic and personal responsibilities.

Furthermore, both coping strategies and time management skills were positively associated with self-esteem. Engagement in adaptive coping and effective time management enhanced respondents' confidence, perceived competence, and overall self-worth, whereas reliance on avoidant coping and weaker control over procrastination limited these benefits. These results align with established theories, including the Transactional Model of Stress and Coping, Self-Regulated Learning Theory, and Conservation of Resources Theory, highlighting the important role of psychological resources and time management in promoting and sustaining positive self-esteem.

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