The Effect of Coping Strategies on Time Management Among Working University Students

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A B S T R A C T

This study is motivated by the demands faced by working students in balancing academic responsibilities and work through effective time management. The aim of this research is to analyze the influence of coping strategies on time management among working students in the Department of Education, Universitas Tadulako. This study employed a quantitative approach with a simple linear regression design. The population of this study consisted of working students in the Department of Education, with a sample of 60 students selected using a purposive sampling technique. Data were collected through a Likert-scale questionnaire that had met the validity and reliability tests. The results of the simple linear regression analysis showed that adaptive coping strategies had a positive and significant effect on time management (Sig. = 0.001 < 0.05; t = 11.745). Descriptive analysis results indicated that most students have adaptive coping strategies and good time management. These findings suggest that adaptive coping strategies contribute to improving the time management of working students, although they are not the only factor influencing it.

1. Introduction

The phenomenon of students working while pursuing higher education has become increasingly prominent in contemporary educational dynamics. Socioeconomic changes, rising educational costs, and the growing demand for financial independence have led many students to engage in part-time employment alongside their academic responsibilities. The *Education at a Glance* report indicates that student participation in employment during their studies represents a growing global trend (OECD, 2023). In Indonesia, data from the National Socioeconomic Survey (Susenas, 2023) and the Central Sulawesi Statistics Agency (BPS Sulawesi Tengah, 2025) show that a proportion of university students are categorized as part

of the labor force. This condition confirms that the dual role of being both a student and a worker is no longer a sporadic phenomenon but rather a structural reality shaped by socioeconomic and environmental conditions that require deeper scientific investigation (Haryani & Mahdum, 2022).

Although employment can provide professional experience and enhance financial independence, involvement in work activities may also influence academic processes. Sukardi et al. (2022) state that studying while working can affect learning activities if it is not supported by effective time management. Nuvianto Al Azis and Yusanti (2021) further argue that part-time employment has implications for academic achievement, depending on students' ability to manage priorities and workload. Similarly, Kurniawan and Idris (2023) emphasize that students' perceptions of their employment influence their academic engagement and learning commitment. Therefore, the success of working students largely depends on their psychological adaptability and self-regulation skills. High academic demands, combined with work responsibilities, often trigger academic stress. Djoar and Anggarani (2024) explain that academic stress is influenced by task pressure, time constraints, and performance expectations. Khadijah et al. (2024) found that students who work part-time tend to experience higher levels of academic stress compared to non-working students. Happsari et al. (2025) also report that role conflict and emotional exhaustion are common challenges faced by working students. Similar findings in higher education research indicate that academic pressure and adjustment difficulties significantly influence students' psychological well-being and learning effectiveness (Mundaroh & Sholihah, 2026). If not properly managed, these conditions may reduce learning quality and academic effectiveness.

From a psychological perspective, individuals possess certain mechanisms to cope with pressure, one of which is coping strategy. Coping is defined as cognitive and behavioral efforts employed by individuals to manage internal or external demands perceived as stressful or exceeding available resources (H. A. Rahmah & Khoirunnisa, 2023). Rachmah (2020) demonstrates that coping stress is associated with academic achievement through increased self-efficacy. Imanningtyas et al. (2021) also found that self-efficacy is related to the tendency to use adaptive coping strategies. Effective coping strategies enable individuals to minimize the negative impact of stress and enhance their adjustment capacity (Paramitha et al., 2023). Moreover, coping-based training interventions have been shown to significantly reduce academic stress levels (Mahardhani et al., 2020). These findings indicate that coping is not merely an emotional response but a regulatory mechanism that potentially influences academic behavior.

Conceptually, adaptive coping strategies are closely related to self-regulation, decision-making, and personal resource management. Effective self-regulation allows students to systematically plan, monitor, and evaluate their learning activities (Eunike Yulita Simaremare, Vira Sandayanti, 2020). In the context of working students, these abilities are strongly associated with time management. Naila El Hamra and Puti Archianti Widiasih (2024) state that appropriate coping strategies support the balance between work and academic demands. Setiawati and

Rosyidah (2025) emphasize that students in the Faculty of Teacher Training and Education require adaptive coping strategies to maintain academic stability. Rival Agustina (2025) further notes that effective academic coping strategies strengthen students' resilience in completing academic tasks on time.

Time management refers to an individual's ability to plan, organize, and control the use of time effectively to achieve predetermined goals. Previous studies in educational settings have also emphasized that students' academic behavior and performance are influenced by their ability to regulate learning activities and manage academic demands (Sakinah et al., 2023). Lasmi and Komang Widhya Sedana Putra (2024) argue that time management is closely related to priority setting and work efficiency among working students. Fitriana and Syahrinullah (2025) found that time management significantly influences the academic achievement of students who study while working. Marpaung and Lumbanbatu (2025) also assert that effective time management contributes to improved discipline and learning outcomes. However, Virgiana (2024) highlights that part-time students still face difficulties in consistently implementing time management due to experienced role conflicts. Several previous studies have examined the relationship between coping and time management. HardaningTyas (2021) found that coping stress significantly influences time management among part-time working students. Rahmah (2023) also reported that coping strategies and time management jointly contribute to lower levels of academic procrastination. Nevertheless, most of these studies were conducted in different institutional contexts and with varying subject characteristics. There has been no specific research examining the influence of coping strategies on time management among students who work while studying in the Faculty of Teacher Training and Education, particularly in the Department of Educational Sciences at Tadulako University. In fact, institutional context and student characteristics may shape psychological dynamics and time management patterns (Rasido et al., 2025).

This research gap indicates the need for a more contextual and specific empirical investigation to understand how coping strategies influence time management among working students in teacher education settings. This study is expected to provide theoretical contributions to the development of educational psychology studies as well as practical implications for designing support strategies for students who perform dual roles. Therefore, this study aims to determine the influence of coping strategies on time management among students who work while studying at the Faculty of Teacher Training and Education, Department of Educational Sciences, Tadulako University.

2.   Methodology

This study employed a quantitative approach with an explanatory design using regression analysis to examine the effect of coping strategies on time management among working students at Tadulako University. The participants consisted of 60 students who were actively enrolled in university while simultaneously working, either part-time or full-time. The sample was determined using a purposive

sampling. The independent variable in this study was coping strategy, while the dependent variable was time management. The research instruments consisted of two scales. The Coping Strategy Scale used The Brief COPE Inventory developed by Carver (1989), adopted from Setiawati & Rosyidah (2025), comprising 28 items with four response alternatives ranging from 1 to 4. The Time Management Scale consisted of 28 items adopted from Hardaning Tyas (2021) using a four-point Likert scale. Negative items were reverse-scored. Both instruments were tested for validity using Pearson Product Moment correlation and for reliability using Cronbach's Alpha. The reliability test results showed a Cronbach's Alpha coefficient of 0.799 for coping strategies and 0.890 for time management, indicating that both instruments demonstrated good internal consistency and were suitable for use in this study.

Data were collected through questionnaire distribution to respondents who met the research criteria. Participants completed the questionnaires independently based on their experiences while studying and working. In addition to primary data obtained from the questionnaires, secondary data were collected from books, scientific journals, and relevant previous studies to support the theoretical framework. Data analysis was conducted using IBM SPSS Statistics version 25 through descriptive analysis and simple linear regression. The theoretical score range for each variable was 28–112 and was categorized into adaptive and maladaptive coping strategies, as well as good and poor time management. Prior to hypothesis testing, assumption tests were conducted, including normality, heteroscedasticity, and linearity tests to ensure that regression assumptions were met. Hypothesis testing was performed using a t-test with a significance level of 0.05, while the coefficient of determination (R^2) was used to determine the contribution of coping strategies to time management among working students.

3.   Results and Discussion

Results

Data collection was conducted at the initial stage of the study after the research instruments were confirmed to be valid and reliable. To ensure that the sample matched the research criteria, respondents were selected using a purposive sampling technique, namely students who were actively enrolled while simultaneously working, either part-time or full-time, at the Faculty of Teacher Training and Education, Tadulako University. Data were collected using a four-point Likert scale questionnaire focusing on coping strategies and time management variables. The instruments were distributed directly to the respondents and completed independently based on their experiences in managing their dual roles as students and workers. To ensure that each respondent clearly understood the questionnaire items, brief and clear instructions were provided at the beginning of the instrument. The coping strategies variable consisted of 28 items adapted from The Brief COPE Inventory developed by Carver and adopted from the study of Setiawati and Rosyidah (2025). Meanwhile, the time management variable consisted of 28 items adopted from Hardaning Tyas (2021), covering indicators of time planning, priority

setting, and time control. The detailed dimensions and questionnaire items are presented in Table 1.

Table 1. Coping Strategy Questionnaire Items

No	Dimensions	Statement	Results
1	Problem-Focused Coping	When I face a problem, I try to think about and take action to solve it.	Valid
2		When a problem occurs, I take steps to make the situation better.	Valid
3		I discuss my problems with others to seek possible solutions.	Valid
4		I ask others for advice or assistance about what to do in dealing with problems.	Valid
5		I try to develop strategies about what I should do to overcome the problem.	Valid
6		I think carefully about the steps I need to take.	Valid
7	Emotion-Focused Coping	When a problem occurs, I accept the reality that it has happened.	Valid
8		I learn to live with the problem.	Valid
9		I seek emotional support from others.	Valid
10		I look for comfort and understanding from others.	Valid
11		I try to see the situation in a different way to make it seem more positive.	Valid
12		I try to find something positive in what is happening.	Valid
13		I seek comfort in my religion or spiritual beliefs.	Valid
14		I pray or meditate to cope with the problem.	Valid
15		I tell myself that this is not real.	Valid
16		I refuse to believe that this is happening.	Valid
17	Dysfunctional Coping	I make jokes about the situation.	Valid
18		I try to make the situation more amusing.	Valid
19		I give up trying to deal with the problem.	Valid
20		I reduce my efforts to deal with the problem.	Valid
21		I turn to work or other activities to distract myself.	Valid
22		I do something to take my mind off the problem, such as watching TV or sleeping.	Valid
23		I criticize myself.	Valid
24		I blame myself for things that happened.	Valid
25		I use alcohol or other substances to make myself feel better.	Valid
26		I use alcohol or other substances to help me get through the situation.	Valid
27		I express my negative feelings about the situation.	Valid
28		I vent my emotions when I feel stressed.	Valid

The time management variable consists of 28 questionnaire items developed based on the time management indicators as presented in Table 2 below.

Table 2. Time Management Questionnaire Items

	Dimensions	Statement	Results
1	Goal Setting	I create a schedule for my academic activities.	Valid
2		I create a timeline for my part-time work activities.	Valid
3		I organize activities based on priorities so that all responsibilities can be completed on time.	Valid

4		I use my free time to complete academic tasks first.	Valid
5	Mechanisms of Time Management	I always plan the activities I will carry out each day.	Valid
6		I make a list of activities to ensure that study and work time are well organized.	Valid
7		I arrange a schedule so that work and academic activities can run in balance.	Valid
8		I prepare alternative strategies when my schedule becomes disorganized.	Valid
9	Preference for Organization	I try to follow the schedule that I have created.	Valid
10		I maintain discipline in carrying out activities according to the predetermined time.	Valid
11		I use my free time to complete academic assignments.	Valid
12		I strive to consistently complete academic responsibilities every day.	Valid
13		I try to complete academic tasks when I am not working part-time.	Valid
14		I look for references to complete academic assignments during breaks at work.	Valid
15		I rarely create a regular academic schedule.	Valid
16		I often engage in activities based on my mood rather than planning them.	Valid
17		I often waste my free time on unimportant activities.	Valid
18		I rarely make plans before starting an activity.	Valid
19		I prefer doing activities spontaneously rather than planning them.	Valid
20		I easily feel bored with scheduled activities.	Valid
21		I have difficulty developing new strategies when my schedule is disrupted.	Valid
22	Time Control	I often postpone completing academic assignments because I feel tired after work.	Valid
23		I rarely attend academic activities on time due to work commitments.	Valid
24		I do not have enough time to complete academic assignments.	Valid
25		I spend more time playing or hanging out with friends rather than completing academic tasks.	Valid
26		I choose to rest rather than study when I have free time.	Valid
27		I spend my free time on entertainment rather than completing academic tasks.	Valid
28		I have difficulty following the schedule that I have created.	Valid

Descriptive analysis of the coping strategies variable is presented in Table 3.

Table 3. Classification of Coping Strategies of Working Students

Classification	Frequency	Percentage (%)
Adaptive	42	70%
Maladaptive	18	30%
Total	60	100%

The majority of students who work while studying have adaptive coping strategies. This indicates that most respondents are able to manage academic and work-related

pressures effectively. Adaptive coping strategies reflect adequate emotional regulation and problem-solving skills in handling dual roles.

The description of time management is presented in Table 4.

Table 4. Classification of Time Management of Working Students

Category	Frequency	Percentage (%)
Good	47	78%
Less Good	13	22%
Total	60	100%

Most students are classified as having good time management. This indicates that respondents are able to set priorities, create schedules, and balance academic and work responsibilities effectively. Good time management enables students to complete academic tasks on time without neglecting work obligations.

Classical Assumption Tests

Before conducting simple linear regression analysis, classical assumption tests were performed to ensure that the model met the requirements of parametric statistical analysis. These tests aim to guarantee that the regression coefficient estimates are unbiased, efficient, and accurately interpretable. In this study, the classical assumption tests included the normality test to examine the distribution of residuals, the linearity test to confirm the linear relationship between coping strategies and time management, and the heteroscedasticity test to assess the equality of residual variances. The fulfillment of these assumptions served as the basis for determining the feasibility of the model prior to hypothesis testing.

Normality Test

The normality test was conducted using the Kolmogorov-Smirnov method. The results showed a significance value of $0.200 > 0.05$, indicating that the data are normally distributed. This ensures that the data meet the basic assumptions of regression analysis. The results of the Normality Test regarding the influence of Coping Strategies on Time Management are presented in detail in Table 5 below.

Table 5. Kolmogorov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		60
Normal Parameters[a,b]	Mean	.001
	Std. Deviation	8.035157
Most Extreme Differences	Absolute	0.064
	Positive	0.063
	Negative	-0.064
Test Statistic		0.064
Asymp. Sig. (2-tailed)		.200[c,d]

a. The test distribution is normal.
b. The significance value is calculated from the data.

c. Lilliefors significance correction was applied.
d. This value represents the lower bound of the true significance.

Heteroscedasticity Test

Heteroscedasticity was tested using the Glejser test. The results showed a significance value of 0.098 > 0.05, indicating that there are no signs of heteroscedasticity in the regression model. Therefore, the regression model meets the homoscedasticity assumption. The results of the heteroscedasticity test regarding the influence of coping strategies on time management are presented in detail in Table 6 below.

Table 6. Heteroscedasticity Test Results

Coefficients[a]

Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		11.627	3.388		3.432	0.001
	Adaptive Strategies	Coping	-0.077	0.046	-0.215	-1.681	0.098

a.   Dependent Variable: Abs_RES

Linearity Test

The linearity test produced a Sig. Deviation from Linearity value of 0.904 > 0.05, indicating that there is a linear relationship between coping strategies and time management. The non-significant deviation from linearity (p = 0.904) indicates that the relationship between coping strategies and time management can be assumed to be linear. The results of the Linearity test regarding the influence of coping strategies on time management are presented in detail in Table 7 below.

Table 7. Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Adaptive Coping Strategies* Time Management	Between Groups	(Combined)	10294.85	31	332.092	4.156	.001
		Linearity	8822.832	1	8822.832	110.417	.001
		Deviation from Linearity	1472.018	30	49.067	.614	.904
	Within Groups		2237.333	28	79.905		
	Total		12532.18	59			

Simple Linear Regression Analysis

Simple linear regression analysis was used to examine the effect of coping strategies on the time management of working students. The correlation coefficient

and determination of the influence of Coping Strategies on the time management of working students are presented in detail in Table 8 below.

Table 8. Results of the Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.839a	0.704	0.655	8.104

a.   Predictors: (Constant), Adaptive Coping Strategy

The table above shows that the coefficient of determination (Adjusted $R^2 = 0.655$) is 65.5%. This indicates that the adaptive coping strategy variable contributes 65.5% to the time management of working students. Meanwhile, the remaining 34.5% is influenced by other variables outside the regression model or factors not examined in this study. The results of the hypothesis test regarding the effect of adaptive coping strategies on time management are presented in detail in Table 9 below.

Table 9. Simple Linear Regression Results

Coefficientsa					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1					
(Constant)	28.414	5.325		5.336	.001
Adaptive Coping Strategy	0.850	0.072	0.839	11.745	.001

a. Dependent Variable: Time Management

The regression equation obtained is:

$$Y = 28.414 + 0.850X$$

The constant value of 28.414 indicates that when adaptive coping strategies are zero, the level of students' time management is 28.414. The regression coefficient of 0.850 indicates that each one-unit increase in adaptive coping strategies will increase time management by 0.850. The significance value of $0.001 < 0.05$ and the t-value (11.745) > t-table (1.672) indicate that adaptive coping strategies have a positive and significant effect on time management.

Discussion

The findings of this study indicate that adaptive coping strategies have a positive and significant influence on time management among working students. Students who employ adaptive coping strategies tend to manage academic and work-related pressures more effectively. This ability enables them to set priorities, organize schedules systematically, and complete tasks on time. In this context, adaptive coping functions as a self-regulation mechanism that helps students adjust to dual-role demands and manage stress constructively. However, the descriptive analysis

also revealed variations among respondents. A total of 12 students with maladaptive coping strategies demonstrated low levels of time management. This finding suggests that ineffective coping tends to be associated with difficulties in prioritizing tasks, organizing activities, and completing responsibilities in a structured manner. Maladaptive coping may hinder students from responding productively to academic and occupational pressures, resulting in less optimal time management. On the other hand, six students showed low coping levels but maintained high time management. In addition, one student demonstrated adaptive coping yet relatively poor time management. These findings indicate that although coping strategies significantly influence time management, the relationship is not deterministic for every individual. Time management ability may also be influenced by other factors, such as personal discipline, structured habits, job demands, family support, and academic motivation.

These results are consistent with Rahmah and Khoirunnisa (2023), who reported that adaptive coping is associated with more positive academic behaviors, including better time management and lower procrastination tendencies. Firdaus et al. (2025) emphasized the importance of self-adjustment skills, prioritization, and emotional support in helping working students maintain balance between academic and occupational responsibilities. Furthermore, Rasido et al. (2026) identified adaptive coping as a protective factor for mental health and role readiness. In the context of working students, this protective function is reflected in more structured and effective time management. The regression analysis further confirmed these findings, indicating that coping strategies significantly predict students' time management ($p < 0.001$). This suggests that higher levels of adaptive coping are associated with more effective time management.

Nevertheless, several limitations of this study should be acknowledged. The sample was limited to working students from the Education Department at Tadulako University, which restricts the generalizability of the findings to broader student populations. Differences in academic environments, institutional cultures, and socio-economic backgrounds may lead to different coping and time management patterns. In addition, this study relied on self-report Likert-scale questionnaires, which may be subject to social desirability bias and respondents' tendencies to evaluate themselves more positively. As a result, the findings reflect students' perceived abilities rather than objectively observed behaviors. Although adaptive coping strategies were found to significantly influence time management, they are not the sole determinant. Other factors, such as academic motivation, family support, workload demands, self-discipline, and role conflict, may also influence students' ability to manage dual responsibilities. Therefore, future research is encouraged to examine these variables and to employ multi-method approaches or longitudinal research designs in order to develop a more comprehensive explanatory framework. Overall, this study highlights the importance of adaptive coping as a psychological resource that supports effective time management among working students. Although coping strategies do not fully explain the complexity of dual-role experiences, they represent a significant internal mechanism that enables students to regulate stress and organize their responsibilities more effectively. These findings contribute to the growing body of literature emphasizing

the role of self-regulation in academic persistence and role balance in the context of concurrent academic and occupational demands.

4.   Conclusion

Based on the findings of this study, it can be concluded that adaptive coping strategies have a positive and significant effect on the time management of students who work while studying. Students who employ adaptive coping strategies tend to handle academic and work-related pressures more effectively, enabling them to set priorities, organize schedules, and complete tasks on time. These findings indicate that the ability to manage stress and pressure adaptively is an important factor in improving the effectiveness of time management. In addition, this study found individual variations, where some students with maladaptive coping strategies demonstrated poor time management, while others were still able to manage their time effectively despite having less optimal coping strategies.

This suggests that the effectiveness of time management is influenced not only by coping strategies but also by other internal and external factors, such as personal discipline, structured habits, family support, and academic motivation. Overall, this study successfully achieved its objective of examining the influence of coping strategies on students' time management and indicates that the development of adaptive coping strategies can serve as an important approach to support students' academic success. Future research is encouraged to explore other factors that may influence time management, such as social support, digital learning habits, and work environment influences, in order to obtain a more comprehensive understanding of time management among students facing dual responsibilities.

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