The Relationship between Time Management Disposition and Coping Style to Develop Academic Self-Efficacy of Students in Fuzhou Technology and Business University

Limin Huang
Wannaporn Siripala
Department of Education and Society,
Institute of Science Innovation and
Culture, Rajamangala University of
Technology Krungthep, Bangkok,
Thailand
wannaporn.s@mail.rmutk.ac.th

***Abstract*—This study aimed to explore the relationship between time management disposition, coping style, and the development of academic self-efficacy among students at Fuzhou Technology and Business University. This study adopted a quantitative method. Data were collected through a questionnaire survey, with a sample of 375 students. Statistics include frequency, percent, mean, standard deviation, Pearson correlation, and regression analyses. The sample showed a balanced gender distribution, with males accounting for 48.9% and females 51.1%. Descriptive statistics indicated that students demonstrated relatively high levels of time management disposition, coping style, and academic self-efficacy. Correlational analysis revealed significant positive relationships among the three variables. The findings revealed that: (1) The surveyed students exhibit relatively high levels across three dimensions: time management disposition, coping style, and academic self-efficacy. (2) There was a significant positive correlation among time management disposition, coping style, and academic self-efficacy. (3) Time management disposition and coping style exert significant predictive effects on academic self-efficacy at Fuzhou Technology and Business University. These findings highlight the importance of fostering effective time management and adaptive coping strategies to enhance students' academic confidence and performance.**

Keywords*— *Time Management Disposition, Coping Style, Academic Self-Efficacy.

I. INTRODUCTION

Leadership development has become a strategic priority in Recognizing the strategic importance of cultivating high-quality human resources in the face of globalization, China has actively expanded the scale and quality of higher education. Private colleges and universities have become a key part of this system, responding to the diverse educational needs of society. Policies such as the 2020 education reform encourage private institutions to innovate in talent development and enhance students' overall quality. However, recent studies have shown that students in private colleges often struggle with emotional regulation, self-awareness, and social adaptation, revealing a gap in their non-professional competencies. This highlights the urgent need to improve students' core literacies, particularly in areas such as independent learning, problem-solving, and psychological well-being.

In this context, academic self-efficacy has become a critical focus, as it directly affects students' motivation, persistence, and use of learning strategies. Research suggests that effective time management and positive coping styles significantly enhance academic self-efficacy, which in turn improves academic performance and psychological health. Existing training programs, such as those by Liu (2023), have shown positive outcomes in strengthening students' learning abilities and self-management. This study builds on these foundations by integrating the theories of time management, coping, and self-efficacy, using empirical methods to explore their interrelationships among private college students. The findings aim to provide practical strategies to support student development and promote educational quality in China's private higher education sector.

To guide this inquiry, three core research questions were formulated:

- Q1: What is the status of time management disposition, coping style, and academic self-efficacy?
- Q2: What is the relationship between time management disposition, coping style, and academic self-efficacy?
- Q3: How are the time management disposition, coping style, and academic self-efficacy of students in Fuzhou Technology and Business University?
- Correspondingly, the study proposes the hypothesis that students' time management disposition and coping style are significantly related to their academic self-efficacy.

The objectives of this research are threefold:

- (1) To explore the current status of students' time management disposition, coping style, and academic self-efficacy.
- (2) To analyze the correlation between students' time management disposition, coping style, and academic self-efficacy.
- (3) To examine the time management disposition and coping style, and develop academic self-efficacy of students in Fuzhou Technology and Business University.

II. LITERATURE REVIEW

A. Time Management Disposition Theory

The concept of time management emerged alongside the evolution of modern management theory, yet to date, it remains without a universally accepted definition. Claessens et al. (2007) reviewed relevant literature from 1982 to 2004 and defined time management as the optimal utilization of time in the pursuit of goal-directed tasks. Alay & Kocak (2002) emphasized that time management is not merely about acquiring more time, but rather about achieving a better quality of life. Over time, the theoretical framework of time management has expanded and deepened, integrating perspectives from both management and psychology. Britton & Glynn (1989) proposed the Temporal Information Processing Theory, likening human time management to a computer's operating system and structuring it into macro (goal setting and prioritization), meso (task decomposition), and micro (scheduling) levels. Macan (1994) introduced the Process Theory of Time Management, positing that effective time use depends on clear goals and high concentration, with perceived time control mediating the relationship between time management behaviors and outcomes.

Beyond behavioral strategies, time management has increasingly been conceptualized as a dispositional trait reflecting an individual's personality and psychological tendencies. Early work by Calabresi & Cohen (1968) and Wessman (1973) suggested that attitudes toward time are deeply rooted in personality. Empirical studies have linked traits such as neuroticism, extraversion, and procrastination to time management efficacy (Lay & Schouwenburg, 1993). In the Chinese context, Huang & Zhang (2001) proposed a three-dimensional model of time management disposition comprising time value, time control, and time efficacy, each with distinct sub-dimensions that capture both cognitive and behavioral aspects of how individuals engage with time. Importantly, within educational settings, it is essential to consider how coping styles interact with time management dispositions. While time management reflects proactive self-regulation, coping styles represent reactive strategies under stress. The dynamic interplay between these constructs is instrumental in shaping students' academic self-efficacy, thereby influencing their motivation, performance, and psychological well-being.

B. Academic Self-Efficacy Theory

Bandura (1977), the pioneer of self-efficacy theory, defined self-efficacy as an individual's belief in their capability to achieve specific behavioral goals, emphasizing its central role in self-regulation. It comprises two key components: outcome expectancy, which is the belief in the results of a behavior, and belief in one's ability to perform the behavior, the latter being more influential in guiding actions due to its close association with persistence and determination. Bandura further emphasized the domain-specific nature of self-efficacy, arguing that beliefs must be assessed within particular contexts to predict behavior accurately. In the academic domain, this manifests as academic self-efficacy, which reflects students' confidence in their learning capabilities and acts as a mediating motivational factor between intention and academic behavior. Empirical evidence, such as Zhang (2023), confirms that high academic self-efficacy enhances learning motivation and performance, while failure may reduce it and even lead to burnout. Additionally, vicarious experiences shape students' self-efficacy. These theoretical insights form the conceptual basis of this study and offer a critical lens through which the influence of time management disposition and coping style on academic self-efficacy can be examined.

C. Time Management Disposition.

A substantial body of research has established a close relationship between time management disposition and mental health. Britton & Tesser (1991) found that college students with stronger time management abilities experienced lower levels of anxiety and depression and higher levels of gratitude and happiness, indicating that effective time use supports psychological well-being. Similarly, Qin & Zhang (2002) identified significant associations between time management and indicators of

mental health, including somatization and emotional distress. Deng & Chen (2005) further confirmed that time management disposition and perceived time pressure were significant predictors of depression among college students. These findings consistently highlight the crucial role of time management in promoting emotional stability and overall mental health.

In addition to its psychological implications, time management disposition is positively associated with academic performance. Li & Yang (2004) demonstrated that junior high school students' time-monitoring attitudes could predict academic success, with time value and time efficacy functioning as mediating factors. Wei (2015) affirmed the predictive power of time efficacy on academic achievement in college students. Xu et al. (2024) extended these findings in a sample of medical students, revealing that time management disposition is closely related to both academic performance and well-being, and varies by grade and major. Furthermore, research has linked poor time management to procrastination. Pan & Wu (2019) found that self-control and time management disposition negatively predict procrastination, with self-control partially mediating this relationship. Intervention studies, such as those by Green & Skinner (2005), have consistently shown that time management training not only improves time-use habits but also reduces procrastination and enhances overall productivity, reinforcing the practical value of developing students' time management disposition.

D. Coping Style

Extensive research has demonstrated that coping styles play a critical role in regulating individual mental health. Positive coping styles such as problem-solving and help-seeking are consistently associated with lower levels of depression and anxiety and better mental health outcomes. In contrast, negative styles such as self-blame, withdrawal, rationalization, and fantasy are linked to poorer psychological well-being (Niu et al., 2011). To enhance the positive impact of adaptive coping, various intervention strategies, such as cognitive-behavioral coping skills training, group counseling (Hao, 2009), culturally integrated models (Guan & Fan, 2004), and therapeutic approaches like box therapy (Zhang, 2013; Wang, 2013) have been employed across populations, including students, professionals, and clinical groups. These interventions have been shown to improve coping abilities and promote mental health significantly. Moreover, coping styles not only mediate responses to stress but also shape students' academic self-efficacy. For example, problem-solving strategies align with Bandura's (1986) concept of mastery experiences, highlighting the importance of examining how time management disposition and coping style together influence students' confidence in managing academic challenges.

E. Academic Self-efficacy

Academic self-efficacy has been widely recognized as a core construct in educational research, with numerous studies confirming its strong positive relationship with academic performance and related outcomes. Foundational research by Bandura et al. (1996) demonstrated that academic self-efficacy significantly influences students' emotions, cognition, motivation, behaviors, and academic achievement. Subsequent studies have expanded this understanding by exploring its associations with cognitive strategies, coping styles, parenting approaches, attributional patterns, academic stress, and burnout (Safarzaie et al., 2017). Academic self-efficacy not only mediates the influence of environmental and psychological factors on academic outcomes but also varies significantly across gender, academic major, and grade level. Furthermore, research has consistently shown a significant positive correlation between academic self-efficacy and students' mental health. Individuals with high academic self-efficacy tend to experience greater psychological well-being and lower levels of anxiety and depression (Jiang, 2018). These findings underscore the importance of enhancing academic self-efficacy as a means to improve both educational outcomes and psychological resilience among students.

III. RESEARCH METHODS

A cross-sectional quantitative design was implemented. Through purposive sampling, 254 first-year nursing students were recruited from Guangxi Talent International College (male=123, female=131; rural=92%). Sample size satisfied GPower 3.1 requirements for medium effect size (f^2=0.15) at 95% power (α=0.05).

- Simplified Parenting Style Scale (21 items; 4-point Likert scale).
- Adolescent Leadership Questionnaire (8 items; 5-point Likert scale).
- Demographic Survey (gender, age, residence, etc.).

A. Participants

Reliability/Validity: Cronbach's $\alpha > 0.7$; KMO > 0.8; EFA cumulative variance=68.3%. 2. Descriptive Analysis: Means, standard deviations, frequency distributions. 3. Inferential Testing: Independent samples t-tests (gender, residence, singleton status), One-way ANOVA (age groups, parental education), Multiple regression (parenting dimensions predicting leadership). SPSS 25.0 was used with a significance threshold α=0.05.

IV. RESULT AND DISCUSSION

This study adopts a quantitative research design utilizing a questionnaire survey as the primary method for data collection. The target population comprises 13,980 students from Fuzhou Technology and Business University, spanning four academic years, five colleges, and two academic systems, with a balanced gender distribution. A stratified random sampling technique was employed to ensure proportional representation across colleges, majors, and year levels, yielding a final sample size of 375 students, determined based on Krejcie and Morgan's (1970) sampling table. The research instrument is a structured questionnaire consisting of 140 items divided into four sections: demographic information (11 items), the Adolescent Time Management Disposition Scale (44 items), the Coping Style Questionnaire (63 items), and the Academic Self-Efficacy Questionnaire (22 items), all selected for their proven reliability and validity. The questionnaire was distributed anonymously through the "Questionnaire Star" platform. The data collection process followed a systematic procedure, including theoretical grounding, questionnaire design, stratified sampling, distribution, and collection, followed by statistical analysis using SPSS. Descriptive statistics were applied to analyze demographic variables and scale sub-dimensions. In contrast, inferential statistics—including correlation and regression analyses—were employed to examine the relationships between time management disposition, coping style, and academic self-efficacy. This rigorous and theory-driven research design ensures methodological soundness, sample representativeness, and practical relevance.

FINDINGS

The Current Status of Time Management Disposition, Coping Style, and Academic Self-Efficacy.

TABLE I. DESCRIPTIVE CHARACTERISTICS

Items	Options	Frequency	Percent
Gender	Male	181	48.9
	Female	189	51.1
Grade	Grade 1	88	23.8
	Grade 2	101	27.3
	Grade 3	99	26.8
	Grade 4	82	22.2
Specialization	Science and Technology (Science, Engineering)	64	17.3
	Humanities and Social Sciences (Education, Law)	100	27.0
	Economics and Management (Economics, Management)	109	29.5
	Art	97	26.2
School System	Two-year	189	51.1
	Four-year	181	48.9
Place Of Birth	City	195	52.7
	Country	175	47.3
Whether You Are The Unique Child Or Not	Yes	157	42.4
	No	213	57.6
Whether You Are a Student Leader or Not	Yes	253	68.4
	No	117	31.6
Father's Highest Level of Education	Primary and below	130	35.1
	Junior high school	50	13.5
	High school	38	10.3
	Junior college	68	18.4
	University and above	84	22.7
Mother's Highest Level of Education	Primary and below	45	12.2
	Junior high school	92	24.9
	High school	169	45.7
	Junior college	12	3.2
	University and above	52	14.1
Your Father's Parenting Style	Authoritative (caring and demanding)	47	12.7
	Authoritarian (requiring total obedience)	27	7.3
	Indulgent (loving and accepting, rarely setting rules or boundaries)	88	23.8
	Neglectful (less responsive to behaviors and needs)	68	18.4
	Democratic (similar to authoritative, but will emphasize equal participation)	140	37.8
Your Mother's Parenting Style	Authoritative (caring and demanding)	35	9.5
	Authoritarian (requiring total obedience)	18	4.9
	Indulgent (loving and accepting, rarely setting rules or boundaries)	149	40.3
	Neglectful (less responsive to behaviors and needs)	117	31.6
	Democratic (similar to authoritative, but will emphasize equal participation)	51	13.8
Total		370	100.0

The sample in this study was characterized by balanced representation across gender, grade levels, academic disciplines, and educational systems, ensuring diversity and representativeness. Students came from various majors, and

both two-year and four-year programs were equally represented. Demographic variables such as birthplace, only-child status, leadership roles, and parental education and parenting styles revealed substantial variation, providing rich contextual data. This diversity enhances the study's ability to explore how students' backgrounds influence their time management disposition, coping styles, and the development of academic self-efficacy.

The descriptive statistics reveal that students at Fuzhou Technology and Business University generally exhibit a positive disposition across time management, coping styles, and academic self-efficacy. Time management scores were moderately high across three dimensions, time value (M = 3.62, S = 0.85), time control (M = 3.62, S = 0.63), and time efficiency (M = 3.60, S = 0.83), indicating that students value time, maintain reasonable self-control, and strive for effective use of time. However, some variation suggests room for improvement in efficiency and self-regulation. In terms of coping styles, students showed a strong preference for positive coping strategies (M = 3.74, S = 0.68), while negative coping (M = 2.96, S = 0.76) remained near neutral, implying limited reliance on maladaptive behaviors. Regarding academic self-efficacy, students reported moderately high confidence in their academic abilities (M = 3.61, S = 0.71), learning behaviors (M = 3.67, S = 0.66), and expected outcomes (M = 3.69, S = 0.69), suggesting a well-developed academic self-concept characterized by both competence and motivation.

The Relationship Between Time Management Disposition, Coping Style, And Academic Self-Efficacy.

TABLE II. RESULTS OF PEARSON'S CORRELATION ANALYSIS FOR EACH VARIABLE

	Time Management Disposition	**Coping Style**	**Academic Self-Efficacy**
Time Management Disposition	1	.619**	.233**
Coping Style	.619**	1	.420**
Academic Self-Efficacy	.233**	.420**	1

NOTE: * p<0.05 ** p<0.01 *** p<0.001

The reliability analysis presented in Table 2 demonstrates that all measurement scales exhibit high internal consistency, with Cronbach's alpha values ranging from 0.836 to 0.914. Specifically, the dimensions of time value (α = 0.901), time control (α = 0.905), and time efficiency (α = 0.904) show excellent reliability, affirming their suitability for assessing students' time management disposition. Similarly, coping style subscales—such as problem-solving (α = 0.896), seeking help (α = 0.895), and fantasy (α = 0.906)—also demonstrate strong reliability. In contrast, slightly lower values in self-blame (α = 0.856) and retreat (α = 0.836) remain within acceptable thresholds. The self-efficacy scales, particularly learning ability (α = 0.914) and learning behavior (α = 0.886), likewise indicate excellent reliability. Pearson correlation analysis reveals a significant and moderately strong positive correlation between time management disposition and coping style ($r = 0.619$, $p < 0.01$), suggesting that students who effectively manage their time are also more likely to adopt positive coping strategies. A moderate correlation is also observed between coping style and academic self-efficacy ($r = 0.420$, $p < 0.01$), indicating that adaptive coping is associated with stronger academic self-belief. In contrast, the correlation between time management disposition and academic self-efficacy is weaker but still statistically significant ($r = 0.233$, $p < 0.01$), implying a limited yet meaningful association. Collectively, these findings confirm the reliability of the instruments used and highlight meaningful interrelationships among the three core variables: time management, coping style, and academic self-efficacy.

Time Management Disposition, Coping Style and the Development of Academic Self-Efficacy of Students in Fuzhou Technology and Business University

The data present the results of a multiple regression analysis, with academic self-efficacy as the dependent variable and students' time management disposition and coping style as the independent variables. The study aims to explore the predictive effects and the extent of influence of these two independent variables on academic self-efficacy. In model fit, the F-value is 63.270, with a significance level of $p < 0.001$, indicating that the regression model is statistically significant. The overall model is thus deemed valid. The R Square of the model is 0.668, suggesting that the two variables of time management disposition and coping style collectively explain 66.8% of the total variance in academic self-efficacy. The adjusted R Square is 0.658, indicating that even after accounting for the impact of the number of independent variables on model complexity, the model still possesses strong explanatory power and demonstrates a good fit.

Regarding the regression coefficients, the standardized regression coefficient (Std. Beta) for time management disposition is -0.360, with an unstandardized regression coefficient (Unstd. B) of -0.382, a t-value of -6.279, and a p-value less than 0.001. This suggests that this variable has a significant negative predictive effect on academic self-efficacy. The results indicate that after controlling for coping style, an increase in time management disposition is inversely related to academic self-efficacy, implying mediating and moderating mechanisms that warrant further exploration of their underlying dynamics. The standardized regression

coefficient for coping style is 0.643, with an unstandardized regression coefficient of 1.067, a t-value of 11.217, and a p-value less than 0.001. This indicates that coping styles have a significant and positive predictive effect on academic self-efficacy. The variance inflation factors (VIFs) are 1.620 and 1.022, respectively, well below the commonly used threshold of 10..

TABLE III. MULTIPLE REGRESSION ANALYSIS

Item	Unstd. B	Std. Beta	t	Sig.	VIF	F
C	1.152		4.287	0.000		63.270 ***
Time Management Disposition	-0.382	-0.360	-6.279	0.000	1.620	
Coping Style	1.067	0.643	11.217	0.000	1.022	
R Square	0.668					
Adjusted R Square	0.658					

NOTE：*p<0.05, **p<0.01, ***p<0.001

The multiple regression analysis indicates that both time management disposition and coping style significantly predict students' academic self-efficacy. The regression equation is:

Academic Self-Efficacy of Students=1.152-0.382 Time Management Disposition+1.067 Coping Style

The model explains approximately 66.8% of the variance in academic self-efficacy (R^2 = 0.668, Adjusted R^2 = 0.658), suggesting a strong overall fit. Coping style has a positive and significant influence ($\beta = 0.643$, $p < 0.001$), indicating that students who adopt more effective coping strategies tend to report higher levels of self-efficacy. In contrast, time management disposition has a negative effect ($\beta = -0.360$, $p < 0.001$), which may suggest that certain rigid or maladaptive perceptions of time among adolescents could undermine their academic confidence.

DISCUSSION

Part 1 To Answer Research Question No. 1

What is the status of time management disposition, coping style, and academic self-efficacy?

The research findings reveal that students at Fuzhou Technology and Business University exhibit relatively high levels across three dimensions: time management disposition, coping style, and academic self-efficacy. This discovery holds both practical significance and theoretical value. The findings of this study are congruent with those of Xu et al. (2024). From the perspectives of psychology and educational management, time management capabilities and coping strategies constitute crucial psychological resources for students to achieve academic success. In contrast, academic self-efficacy directly influences their learning motivation, behavioral engagement, and academic achievements.

In time management disposition, students demonstrate high mean scores in time value, sense of time control, and time efficiency. This reflects a positive temporal perspective and behavioral self-discipline, enabling them to arrange and efficiently execute study tasks reasonably. Although students generally recognize the importance of time, there is a need for enhancement in specific time decision-making and goal-focused approaches (Xu et al., 2024). Drawing from existing research, time management capabilities affect learning efficiency and are closely related to perceived stress and learning satisfaction. Consequently, targeted interventions, such as time management workshops, hold practical value in promoting students' holistic development.

The analysis reveals that students at Fuzhou Technology and Business University generally adopt positive coping strategies, scoring highly in dimensions such as problem-solving, help-seeking, and rationalization, which indicates strong adaptability and an ability to mobilize social support when facing academic and life pressures. These findings, consistent with Pan and Wu (2019), suggest that students prefer rational problem resolution over emotional avoidance. Nevertheless, the presence of fantasy and withdrawal strategies among some students highlights a reliance on avoidance and distraction in high-stress contexts. While these strategies may offer short-term relief, they risk undermining long-term self-efficacy and problem-solving development, calling for enhanced mental health education to promote mature emotional coping mechanisms. In terms of academic self-efficacy, students express confidence in their learning abilities and problem-solving capacity but show comparatively lower efficacy in learning behaviors such as reading comprehension and strategy use, consistent with the findings of Safarzaie et al. (2017). The wide variation in standard deviation within this dimension suggests significant individual differences in students' learning approaches and task engagement. These findings underscore the need for differentiated instruction and personalized academic support. Overall, the study demonstrates positive student performance in time management, coping style, and academic self-efficacy, while also identifying key areas for targeted improvement. Educators are advised to adopt a multidimensional approach that integrates temporal awareness, emotional regulation, and behavioral reinforcement to support students' holistic academic development.

Part 2 To Answer Research Question No. 2

What is the relationship between time management disposition, coping style, and academic self-efficacy?

The interplay among time management disposition, coping style, and academic self-efficacy underscores the intricate complexity of these psychological and behavioral variables. There is a strong positive relationship between time management disposition and coping style ($r = 0.619$, $p < 0.01$). This shows that students' ability to manage their time and their coping style are linked when they are under stress or facing challenges. Time management disposition is

basically how people plan, organize, and use their time, and it is closely related to how they deal with stress and problems. Students who are good at managing their time tend to use a proactive coping style, like asking for help and solving problems, instead of passive ones, like avoiding problems or daydreaming. Wei's (2015) conclusions are the same as those of this study. This positive correlation suggests that time management gives students the tools and strategies they need to deal with academic challenges and stress in a healthy way, which can help them avoid bad coping and negative emotions.

The correlation analysis highlights significant interrelationships among time management disposition, coping style, and academic self-efficacy. A moderately strong positive correlation between coping style and academic self-efficacy ($r = 0.420$, $p < 0.01$) indicates that students who employ proactive coping strategies tend to exhibit higher confidence in their academic abilities. This finding aligns with social cognitive theory, which emphasizes that successful coping reinforces self-efficacy beliefs by promoting a sense of mastery. In contrast, reliance on passive coping strategies like withdrawal and fantasy is associated with diminished self-efficacy, as these approaches hinder problem resolution and erode students' belief in their capabilities, corroborating the findings of Li et al. (2018). Although the correlation between time management disposition and academic self-efficacy is relatively weaker ($r = 0.233$, $p < 0.01$), it remains statistically significant, indicating that effective time management positively influences students' academic confidence. Consistent with Zhang (2023), students who plan and regulate their study time experience reduced anxiety and a stronger sense of control, indirectly fostering academic self-efficacy. Overall, these variables interact dynamically to shape students' learning performance and psychological well-being. Proficient time management and active coping strategies collectively support students' academic adaptation and success, particularly in high-pressure educational environments.

Part 3 To Answer Research Question No. 3

How do time management, disposition, and coping style develop the academic self-efficacy of students in Fuzhou Technology and Business University?

The interviewed students demonstrated high time management disposition, coping style, and academic self-efficacy, reflecting their robust self-regulation capabilities and positive learning attitudes. Upon in-depth analysis of the relationships among these variables, it becomes evident that while the dimensions are interconnected, they exhibit significant disparities in their pathways of influence and degrees of impact. This study reveals a complex yet meaningful relationship among time management disposition, coping style, and academic self-efficacy in college students. A high level of time management disposition reflects students' strong time awareness and self-discipline, contributing to efficient learning and stress regulation, in line with Zhang et al. (2015). However, despite a significant positive correlation with academic self-efficacy, regression analysis shows a negative predictive value ($B = -0.382$, $p < 0.001$), suggesting that excessive time control may increase pressure and undermine confidence, highlighting the need for balanced time management and emotional regulation (Li et al., 2018). Coping style emerges as the strongest predictor of academic self-efficacy, with a standardized regression coefficient of 0.643 ($p < 0.001$), emphasizing the importance of proactive strategies such as problem-solving and help-seeking, which align with Bandura's self-efficacy pathways.

In contrast, passive strategies like withdrawal and fantasy correlate with lower self-efficacy and greater academic procrastination (Jiang, 2018). While students at Fuzhou Technology and Business University generally exhibit high academic self-efficacy, disparities in behavioral strategies and cognitive application indicate a need for more personalized learning support (Zhang, 2023). Overall, the findings highlight the theoretical interdependence and practical influence of time management, coping style, and self-efficacy, offering diverse intervention pathways to enhance students' academic confidence and performance.

CONCLUSION

The study concludes that students at Fuzhou Technology and Business University generally exhibit positive levels of time management disposition, coping style, and academic self-efficacy, reflecting strong awareness of time utilization, constructive responses to stress, and confidence in academic abilities. However, individual differences reveal challenges in emotional regulation, task prioritization, and self-regulated learning behaviors. Correlation analysis shows significant positive relationships among time management, coping style, and academic self-efficacy, indicating their mutual reinforcement in shaping students' psychological and academic functioning. Specifically, effective time management is associated with proactive coping strategies, while both contribute to building academic confidence, supporting Bandura's social cognitive theory. Regression analysis further reveals that coping style significantly and positively predicts academic self-efficacy, while time management disposition surprisingly shows an adverse predictive effect. This suggests that excessive focus on managing time may lead to heightened anxiety, thereby reducing students' academic confidence. Overall, the study highlights the central role of coping strategies in strengthening self-efficacy and suggests that while structured time use is important, it must be balanced and emotionally adaptive to truly support student development truly. These insights provide a theoretical and practical foundation for future educational interventions aimed at enhancing students' academic performance and psychological resilience.

REFERENCES

[1] Alay, S., & Kocak, S. (2002). Validity and reliability of the time management questionnaire. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 22(22).

[2] Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191-215.

[3] Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. Journal of social and clinical psychology, 4(3), 359-373.

[4] Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self - efficacy beliefs on academic functioning. Child development, 67(3), 1206-1222.

[5] Britton, B. K., & Tesser, A. (1991). Effects of Time-Management Practices on College Grades. Journal of Educational Psychology, 83(3), 405-410.

[6] Britton, B. K., & Glynn, S. M. (1989). Mental management and creativity: A cognitive model of time management for intellectual productivity. Handbook of creativity, 429-440.

[7] Calabresi, R., & Cohen, J. (1968). Personality and time attitudes. Journal of Abnormal Psychology, 73(5), 431-439.

[8] Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. Personnel Review, 36(2), 255-276.

[9] Deng, L., & Chen, B. (2005). The relationship between college students' time management disposition, subjective time pressure, and depression. Chinese Mental Health Journal, (10), 17-19, 42.

[10] Green, P., & Skinner, D. (2005). Does time management training work? An evaluation. International Journal of Training and Development, 9(2), 124-139.

[11] Guan, R. Y., & Fan, F. M. (2004). The impact of the integrated psychological counseling model on college students' psychological coping ability. Chinese Journal of Mental Health, (04), 219-221.

[12] Hair, J., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate data analysis: A global perspective. Pearson Education, 7.

[13] Hao, H. Y. (2009). Experimental study on improving college students' coping strategies through psychological training courses. Yinshan Academic Journal, (04), 121-124.

[14] Huang, X. T., & Zhang, Z. J. (2001). Development of a scale to measure adolescent time management tendencies. Acta Psychologica Sinica, (04), 338-343.

[15] Jiang, H. J. (2018). Correlational analysis of academic self-efficacy and mental health among college students. Farmer's Advisory, (08), 180.

[16] Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. Educational and Psychological Measurement,30(3), 607–610.

[17] Lay, C.H. and Schouwenburg, H.C. (1993). Rait procrastination, time management, and academic behavior, Journal of Social Behavior and Personality, Vol. 8, pp. 647-62.

[18] Li, B., & Yang, J. (2004). The relationship between junior high school students' time management disposition, self-efficacy, learning attribution, and academic performance. Psychological Exploration, (4), 67-71.

[19] Li, Y. Q., Zhang, C. C., Qiao, S. S., Zhang, M., Niu, Z. Y., & Jiang, F. (2018). Meta-analysis of the relationship between academic procrastination and time management disposition. Chinese School Health, (10), 1502-1504+1508. DOI:10.16835/j.cnki.1000-9817.2018.10.018.

[20] Liu, C. (2023). Optimization study of the mental health education management system in private colleges (Master's thesis). East China Normal University.

[21] Macan, T. H. (1994). Time management: Test of a process model. Journal of Applied Psychology, 79(3), 381.

[22] Niu, R. H., Wang, G. J., & Liu, B. (2011). The relationship between coping strategies and mental health among college students. Chinese Journal of Health Psychology, (08), 1015-1018.

[23] Pan, Y. R., & Wu, D. (2019). The relationship between college students' time management disposition, self-control ability, and procrastination behavior. Education Modernization, (66), 236-237.

[24] Qin, Q., & Zhang, Z. (2002). The relationship between time management disposition and mental health. Psychological Science, (3), 349-360.

[25] Safarzaie, H., Nastiezaie, N., & Jenaabadi, H. (2017). The relationship of academic burnout and academic stress with academic self-efficacy among graduate students. The New Educational Review, 49, 65-76.

[26] Wang, X. (2013). Individual characteristics of coping strategies and sandplay case intervention research among high school students (Master's thesis). Liaoning Normal University.

[27] Wei, J. (2015). Correlation analysis between college students' time management disposition and academic performance. Asia-Pacific Education, (35), 39-40.

[28] Wessman, A. E. (1973). Personality and the subjective experience of time. Journal of Personality Assessment, 37(2), 103-114.

[29] Xu, X. Y., Shang, Y. J., & Yu, X. X. (2024). The relationship between time management, happiness, and academic performance among medical university students. China Higher Medical Education, (03), 52–54.

[30] Zhang, S., Wang, H., Chen, C., Zhou, J., & Wang, X. (2015). Efficacy of Williams Life Skills Training in improving the psychological health of Chinese male juvenile violent offenders: a randomized controlled study. Neuroscience Bulletin, 31, 53-60.

[31] Zhang, X. (2023). Relationship between professional identity, learning self-efficacy, and learning burnout among undergraduate tourism management majors (Master's thesis). Liaoning Normal University.

[32] Zhang, Y. (2013). The relationship and intervention study between left-behind children's parent-child communication, peer relationships, and coping strategies (Master's thesis). Anhui Medical University.