

# Behind The Glitz and Glamour: Experiences of Senior Highschool Students in Pageantry in Davao City

## ABSTRACT

**Aims:** To provide an overview of the experiences of Mapua Malayan Colleges Mindanao senior high school students who participate in pageantry, focusing on how they balance their personal lives and academic responsibilities.

**Study Design:** This research employs a descriptive qualitative design, generating data that describes the 'who, what, and where of events or experiences' (Kim et al., 2017).

**Place and Duration of Study:** The study was conducted at Mapua Malayan Colleges Mindanao, High School Department, from April to May 2023.

**Methodology:** The primary data sources were interview transcripts from four in-depth interviews (IDIs) and four focus group discussions (FGDs), involving eight participants. The participants were senior high school students who are current or former beauty pageant contestants, with at least one year of experience.

**Results:** The study covered the participants' lived experiences, coping mechanisms, and insights. It explored their struggles in maintaining well-being, peer encouragement, time management amidst responsibilities, and the character development fostered by their pageantry experiences. Participants shared how they managed pressures and expectations while balancing academics and pageantry, highlighting both common strategies and unique personal insights.

**Conclusion:** The research revealed the nuances of balancing academic responsibilities and pageantry. While common coping strategies were identified, each participant's unique perspective provided valuable insights into their individual approaches to managing pressures and expectations. Schools and support networks should offer targeted guidance and resources to help student pageant contestants manage their dual roles effectively, promoting a healthier balance between their academic and extracurricular commitments.

*Keywords: experiences; glitz and glamour; pageantry; qualitative; senior high school*

## 1. INTRODUCTION

In Davao City,

Students who participate in pageants often encounter challenges in balancing their rigorous academic schedules with their passion for competition. Achieving a clear understanding of personal goals is crucial for these students, requiring open discussions with teachers and coaches to ensure alignment and support. This communication not only helps alleviate stress and pressure but also fosters motivation by clarifying expectations for future performance. While support from teachers, coaches, and parents can mitigate some of the challenges, not all students have access to such robust support systems. Consequently, understanding how senior high school

25 students in Davao City navigate their dual commitments to pageantry and academics  
26 is essential.

27 Globally, pageantry serves as a platform for advocating important social issues, as  
28 exemplified by Miss Madagascar 2019, Binguira Valérie Anna, who used her platform to  
29 promote children's education [1]. This underscores the significance of balancing  
30 personal passions with academic responsibilities, as education is often considered a  
31 prerequisite for participation in such competitions. Nationally, pageants are recognized  
32 as indicators of personal growth and expression [2]. Locally, anecdotal evidence from  
33 Davao City suggests that students with strong support systems are better equipped to  
34 manage the pressures of pageantry and academics. However, empirical research on  
35 this topic remains limited. While existing studies often explore pageantry's cultural and  
36 touristic aspects, there is a dearth of research focusing on the experiences of students  
37 balancing pageantry with academic pursuits [3]. This research gap highlights the need  
38 for localized studies to elucidate the coping mechanisms and support systems utilized  
39 by students in Davao City.

40 The urgency of this study lies in the lack of empirical research addressing the  
41 challenges faced by students participating in pageants while excelling academically.  
42 Understanding how these students navigate their dual roles can provide valuable  
43 insights for educators, parents, and policymakers to support students effectively. By  
44 addressing this research gap, the study aims to contribute to the academic discourse  
45 on extracurricular involvement and academic performance among senior high school  
46 students in Davao City.

47

## 48 2. MATERIAL AND METHODS / EXPERIMENTAL DETAILS / METHODOLOGY

49 This study employs a descriptive qualitative research design. Descriptive qualitative research  
50 conducted generates the data that describes the 'who, what, and where of events or  
51 experiences' (Kim et al., 2017). This qualitative research approach relies on the attempt to  
52 systematically describe a situation, problem, phenomenon, etc. The method's primary goal is  
53 to arrive at a comprehensive summarization of the situation presented. Therefore, the  
54 descriptive qualitative approach is thought to be highly relevant to the purpose of the study.

55

56

57

58

### 59 2.1 Participants

60 The participants of this study were the senior high school students in Davao City. Furthermore,  
61 the participants in this study were chosen using the concept of purposive sampling. The  
62 participants who will serve as the primary data source for this study will be chosen purposefully  
63 based on various factors. They must currently be a bona fide student at their current institution,  
64 they must have multiple experiences in joining beauty pageants— with at least one or more  
65 years of experience, and they must be a senior high school student under any academic  
66 strand.

67

### 68 2.2. Data Sources and Procedure

69 The primary data source were the interview transcripts from the four participants' in-depth  
70 interview (IDI) and four participants' focus group discussion (FGD) interview carried out by the  
71 researchers— a total of eight participants for this study. This source of data will help the  
72 researchers get a deeper insight on how students balance their passion with obligation. The  
73 data will be gathered from the senior high school students, particularly the ones who are joining  
74 beauty pageants or have joined beauty pageants for a year or more. The proponents begin by  
75 creating interview guide questions in order to collect the necessary data for this study. The  
76 interview questions will include the main questions and follow-up questions. The formal  
77 interview will only be conducted by three of the six research group members. After the

78 interviews, the researchers will then transcribe the data collected from the participants word  
79 for word.

80

### 81 **3. RESULTS AND DISCUSSION**

82

#### 83 **3.1 LIVED EXPERIENCES OF THE PARTICIPANTS**

##### 84 **3.1.1 STRUGGLES IN MAINTAINING THE WELL-BEING**

85 During the interviews, the participants shared their struggles in balancing pageantry and  
86 academics. In fact, many of the participants shared that it was very stressful for them to  
87 balance their academic and personal life along with the pageantries. Pageantry isn't an easy  
88 feat— an easy activity to do so the participants expressed their struggles with balancing and  
89 managing their time, priorities, academic and personal life, preparation of the pageant, and so  
90 on. Along with the stresses of the pageant itself and their academic life, the expectations and  
91 the pressure that came with it added onto their stresses.

92 During the interview, Ms. Planner, Ms. Outspoken, Ms. Blue, Ms. Dream, Ms. Crown, and Ms.  
93 Performer experienced a lot of stress when they were joining pageants. They also expressed  
94 how hard it was on their end to juggle multiple things at once, such as their personal and  
95 academic life, the participants also mentioned that they are honor students and they pay big  
96 attention to their grades, so it was really a battle with themselves and the time. This is what  
97 Ms. Planner had to say:

98 P1: Actually, it is very hard like managing your time and studies.

99 Furthermore, other participants have also expressed and shared their sentiments on how  
100 hard it was to balance and try to manage everything. These are what the participants had  
101 to say:

102 P1: It's very hard to maintain especially that I am an honor student.

103 P6: It's going to be really stressful like pageantry as it is, is a stressful  
104 activity.

105 P7: So, it was really like stressful for me especially when I balance—  
106 tried to balance my personal life with it.

107 P8: For me it was very pressuring and stressful, I could agree with the  
108 other participants since being a student is already very stressful,  
109 especially in our end.

110 P3: It's kind of hard sometimes to pursue beauty pageants and studies  
111 at the same time since there will be a lot of responsibilities in both works  
112 that should be really accomplished.

113 P4: There's a lot of expectations and pressure on me to be a good  
114 student while also being beautiful on stage and there's a lot of  
115 expectation and pressure on women in general, in society.

116 While they were experiencing struggles with balancing their academics, it was a different  
117 scenario for these participants who faced the pressures of wanting to win, developing a  
118 struggle with their body image, and having to face criticism. Participants Ms. Crown, Ms.  
119 Performer, and Ms. Optimism stated the following:

120 P4: In everything, in every competition that I join— I just want to win, if I don't have  
121 that desire, if I don't have that drive to win then I am wasting everyone's time.

122 P4: People are going to assume that you're dumb, there's a thing that a woman can  
123 only have beauty or brains and not both, and that's something I had to struggle with.  
124 People would assume that just because you care about your appearance, because  
125 you invest in how you look, people would assume that you're shallow.

126 P8: You'll get criticisms or other negative comments that would affect you.

127 FGD1, S1.2: Struggles with perfection, like that's the main point like dieting and body  
128 image.

129 The participants have elaborated in the interviews that it was very stressful for them to manage  
130 their academics with the pageantry— especially that they give such big importance to their  
131 grades and their academic life.

132 Sense of Fulfillment

133 During the interviews with participants, all of them have mentioned their Sense of fulfillments  
134 in their lived experiences as beauty pageants. Joining beauty pageants is not all about glitz  
135 and glamour, being a beauty pageant comes with its struggles, but it can also give  
136 advantages and opportunities. Most of the participants have shared how pageantry has been  
137 fulfilling to oneself.

138 Participants shared how pageantry has helped fulfill the dream of becoming a model, using  
139 pageantry as a platform, the enjoyment, the thrill, and memories pageantry offers. With that  
140 they have also mentioned the use of the platform for charity and as an opportunity to express  
141 oneself, along with that passion and passion in advocacies also gives the sense of fulfillment  
142 to most participants.

143 Joining beauty pageants may give you the opportunities of gaining new insights, gaining  
144 confidence and becoming a stronger individual.

145 P2: Of course, we all know that pageantry is not an easy activity or  
146 event so balancing pageantry and being a student is really frustrating  
147 but fulfilling at the same time.

148 P3: It has always been my dream.

149 P4: For charity, if I won that pageant, I would get 10 thousand pesos for  
150 my cause of choice, and my second reason was for the glitz and glam!

151 I guess I just wanted an excuse to wear gowns, get my hair done, but  
152 that was just a bonus.

153 The experiences of these participants have the commonality of gaining an advantage from  
154 joining and participating in beauty pageants. Most participants have gained mental  
155 development after participating in a pageant. Additionally, participants like Ms. Outspoken and  
156 Ms. Planner share the thought of pageantry being convenient, in a way where they are given  
157 the opportunities to branch out and build connections with other people who may be in their  
158 favor in the near future.

### 159 **3.1.2 The Opportunity to Build Connections**

160 One of the highlights the participants shared during the interview process is that there was a  
161 huge emphasis on the need/want to build connections with other peers. Further elaboration  
162 from the participants revealed their motives of building connections with fellow pageant  
163 contestants, as well as staff members on site, was due to building bigger networks and finding  
164 potential friendships.

165 Furthermore, as the participant Ms. Fortitude had mentioned, it has widened their scope during  
166 their journey as pageant contestants and helped spread their advocacies to a wider audience.

167 This is what the participants had to say:

168 P2: A wider connection circle with different people, organizations,  
169 campaigns I could spread my word and my campaign more to different  
170 people because of joining pageantries.

171 P3: This help me gain confidence personally and also widen my  
172 network through getting to know a lot of people in school.

173 P5: I was able to make new friends and new learnings throughout my  
174 journey.

175 The participants stated that pageants offer an opportunity to share viewpoints, organizations  
176 to help them during their pageantry challenges, and highlighted the importance of having  
177 connections so one can not only spread their advocacies, but to also show who they really are  
178 on the stage.

### 179 **3.1.3 Ability to Prioritize Responsibilities**

180 The participants gave big emphasis on the fact that they prioritize their academics more than  
181 anything and that they also know how to properly manage their time. Though some have also

182 expressed the challenges that came with balancing and prioritizing their responsibilities, they  
183 still managed to push through with it. Here are the insights of the participants:

184 P5: Being a pageant contestant and student can be both challenging  
185 for me, because of the schedules, if you know how to manage your  
186 time, you can finish it little by little with no rush.

187 P6: Took a toll on my personal life, which of course hand in hand goes  
188 affecting my academic life and initially, my academic life is much more  
189 important than my pageantry.

190 P2: I have a good time management schedule.

191 P4: I'm good at balancing things out and I also choose what battles to  
192 fight.

193 P2: Joining is not an easy feat— it takes a lot of time to prepare thus, it  
194 really interfered with my studies.

195 P4: My top priority right now is my studies, and I won't let anything  
196 interfere with it, not even pageants.

197 The participants have expressed the big importance of academics and that they prioritize it  
198 over anything and that they won't let anything interfere with it— not even pageants.

### 199 **3.1.4 Encouraged by Peers and Family**

200 In the interviews, the participants also shared who has always encouraged them to do  
201 pageantry. The participants also shared how they can be inspired and motivated by the  
202 support that they receive from their family or among their peers. Their self-esteem and  
203 motivation rise when they know that someone believes in them and their abilities. Family and  
204 friends could provide helpful feedback and guidance, which can help them strengthen their  
205 skills and whatever they want to achieve.

206 P1: My mother, she always wanted me to boost my confidence because  
207 I'm not the type of person that's very showy. I'm not super confident in  
208 myself.

209 P2: Thanks to my mom and the peers around me, they have pushed  
210 me to join different pageantries.

211 P7: I was fully supported by my family and friends as well, so that really  
212 pushed me to achieving something that I haven't yet.

### 213 **3.1.5 Ability to Improve Oneself and Others**

214 In the interview, the participants stated how joining pageantries helps in self-development and  
215 how it could help other individuals as well. One participant also said she receives incentives  
216 as one of the advantages of joining pageantries. It shows that pageantry can also give benefits  
217 to these individuals. From themselves to the community, pageantry can be beneficial to  
218 people.

219 During the interview, the participants, Ms. Planner, Ms. Outspoken, and Ms. Blue stated how  
220 their time in the pageantry helped them. Planner expressed how she could receive prizes and  
221 money during her time in pageantry, Ms. Outspoken expressed how joining pageantries can  
222 help with building character and confidence, and Ms. Blue expressed how it helps her how to  
223 present herself and how she gained connections. The statements below are what they said:

224 P1: One of my advantage is I get the prize... you won't lose  
225 anything when you join pageants because there's consolation,  
226 so every prize, every consolation, and every award you will have  
227 money, so I'm also earning in a good way, that can also help my  
228 family.

229 P6: It creates this character out of you, that the character that-  
230 when you look back- oh I have this confidence, this newfound  
231 confidence now.

232 P7: I realized also is that; pageantry helped me in a way myself  
233 and knowing what improved within me.

234 P7: It can help you improve yourself, like, with the way you  
235 speak, look, stand, and how you carry yourself generally, and,  
236 of course you can also make connections and... you would also  
237 be given the opportunity to share your advocacy and do your  
238 responsibility as well, as a member of, you know, the  
239 community.  
240  
241  
242

## 243 **3.2 COPING MECHANISMS**

### 244 **3.2.1 BEING FLEXIBLE**

245 In the interview, the participants expressed how they managed their time. It showed that there  
246 could be different strategies to balancing pageantries, academics, and even personal time.  
247 The participants also stated how they cope with challenges while dealing with the pageant  
248 industry and being a student at the same time. This shows that people have different strategies  
249 on how to deal with the challenges they face.

250 During the interview, Participants Ms. Planner, Ms. Fortitude, Ms. Dream, Ms. Crown, Ms.  
251 Optimism, Ms. Outspoken, and Ms. Blue expressed how they cope and overcome their  
252 challenges such as time management, priorities, and sacrifices. Ms. Planner, Ms. Optimism,  
253 Ms. Dream, Ms. Crown, and Ms. Blue talked about proper time management to cope with what  
254 they do. The statements below are what they said:

255 P1: I always bring my planner because I always have to take note of  
256 every detail of my schedule.

257 P3: Time management, so you really have to balance.

258 P7: Time when it comes to academics and practices.

259 P5: Managing my time wisely.

260 P8: I'll have to manage my time as well as for me to be able to reach  
261 the deadlines and not go over the due dates.

262 P7: Balancing everything, like your social life, your personal life, like—  
263 everything. Just balance it, just try to balance it.

264 P4: So, it's either you sacrifice pageants, you sacrifice academics, or  
265 you sacrifice social life and for me, it happened to be social life.

266 Time management is not only the thing that an individual does when they are having a hard  
267 time. They could also ask for help just like what Ms. Outspoken and Ms. Crown did. These  
268 are the insights of Ms. Outspoken and Ms. Crown:

269 P4: Be honest with yourself, if you can't do it then don't do it, ask for  
270 help, there's no shame to ask for help.

271 P6: I can't really do it all and I should ask help or otherwise, it's just  
272 going to be too overwhelming.

273 The answers of these participants relate to each other as they have their academics,  
274 pageantry, and even their personal time and it would be hard to balance it all. They would  
275 need to manage their time wisely, sacrifice their time, or ask for help to balance their  
276 workload. The participants showed that time management is a key to better organization  
277 when balancing their workload.

### 278 **3.2.2 GAINING MORAL SUPPORT**

279 Pageantry includes a lot of challenges, and it could lead to a lot of struggles. The participants  
280 mentioned that they feel burdened with the pageantry, academics and that they feel  
281 overwhelmed. They also shared that when you feel burdened or you feel that things are  
282 getting too hard, always ask for help. They also mentioned that sharing your thoughts and  
283 worries with a trusted person can be calming and comforting. It is a reminder that you are not  
284 alone, and that people are concerned for your wellbeing. These are the insights of the  
285 participants:

286 P6: I just really had to be more open to the people around me both the  
287 teachers, the coaches in both sides that I'm struggling right now, I need  
288 help and I need some time off.

289 P6: Enjoying the time with my friends or sometimes doing my academic  
290 works with my friends because my friends keep me calm and happy.

### 291 **3.2.3 Developing a Positive Mindset**

292 During the interview, the participants shared their development to develop a positive mindset  
293 for pageantry and academics. The participants' struggles helped them develop and made  
294 them realize something important that can help them balance pageantry and school especially  
295 in life. The participants shared their struggles and difficulties in developing a positive mindset.  
296 Most participants also shared that pageantry allows them to construct a positive mentality in  
297 pursuing pageantry.

298 P3: I took things slowly and I just remind myself to just relax and go with  
299 the flow.

300 P4: Don't force yourself, ask for help from other people, don't compare  
301 yourself to other people— don't be too hard on yourself.

302 P6: I realized my worth and that I knew that this is my worth.

303 P3: Take things slowly to also not to be too hard on myself and know  
304 that everything shall pass. I pray because that calms me and also  
305 reminds me that to again take things slowly because if there's a will,  
306 there's a way.

307 P1: I still have those insecurities though, but I overcome those by  
308 believing in myself, loving myself more.

309 P2: Having a strong mental state, if you let those words or those  
310 insecurity eat you. You're a goner.

311 P3: I don't really feel insecure these days because pageant helped me  
312 realize that I am wonderfully, beautifully made by God so I can be my  
313 own standard of beauty.

314 A person's confidence and sense of self-worth are increased or decreased by understanding  
315 how they value themselves in relation to their thoughts, beliefs, and the environment. Since  
316 they struggle to meet the ideal definition, or at the very least, the perfect picture of beauty due  
317 to society's standards. Participants developed a positive mindset slowly, they also shared with  
318 us the thought that knowing one's worth will help them view themselves more and believe that  
319 they can set and achieve their goals; this can also help them give themselves peace of mind.

## 320 **3.1 INSIGHTS DRAWN BASED ON THE EXPERIENCES OF THE PARTICIPANTS**

### 321 **3.3.1 Pageantry Improves Character and Skills**

322 The participants mentioned in the interview that pageantry has been vital in improving their  
323 character and skills. Delving in deeper, they stated that joining pageantries had been a fun,  
324 insightful, and fruitful experience. It helped develop a character which, judging by their  
325 statements, had been the best versions of themselves. They are willing to speak out, to bring  
326 themselves to the audience, and most importantly, help them get out of their comfort zone.  
327 They are willing to continue further even though pageantry comes with a lot of downs— which  
328 most of the participants are already intimately familiar with. The participants have stated the  
329 following:

330 P2: It builds your character, it builds your values, your morals, and not only that it also  
331 builds your connection to the other world, outside of your school.

332 P7: Discovering more about myself like it really helped me enhance my skills, and the  
333 way I present myself to others and you know it really built my confidence and the way  
334 that I interact with others or the way I look.

335 P7: As someone who always joins extracurricular activities, and especially pageantry,  
336 like really there's a lot of insights, new perspectives that you can gain.

337 P2: Don't be afraid, go out of your comfort zone, join pageantries because in the end  
338 it'll be fun, you'll gain new experiences and you can always just ask for help to your

339 friends for your academics, so step out of there, don't be afraid, speak what you want  
340 to speak, and go have fun! Experience!  
341 P6: Just go for it 'cause overall, the experience will triumph all of the adversities that  
342 would come because at least you have something to look back to, and at least you  
343 won't regret that you didn't do it.

344 However, Ms. Crown had a rather negative perspective, as the interviewee emphasized the  
345 glum mentality of perceiving beauty and brains as mutually exclusive, which unfortunately,  
346 most people believe in. It left Ms. Crown to push themselves into deciding whether being smart  
347 or being pretty is more important, to which they expressed in the interview:

348 P4: I don't know what's up with people thinking that being beautiful and having brains  
349 is mutually exclusive like, no! Women can have both at the same time and that's none  
350 of your business. But this did really affect me and I was starting to think that "okay, it's  
351 either I have to be smart or I have to be pretty".

### 3.3.2 Pageantry Develops Support Systems

352 During the interview, the participants shared their insights about developing a support system.  
353 They revealed their support systems to be their parents and friends, who are always there  
354 helping and supporting them and are considered one of their backbones in pageantry,  
355 academics, and personal life.

357 P4: They're my support system.

358 P5: They guide me with whatever I do. They give me meaningful advice  
359 from choices to everything in life.

360 P6: They gave me reassurance, and the budget, and the planning, and  
361 they helped me with my walk and how I presented myself and the  
362 photoshoot and everything and I am really grateful for that.

363 P4: It's nice to have people who believe in you and to have people who  
364 are there for you when you're on stage and you know, you sort of get  
365 this confidence that "ah! Ohmygod! There's people cheering for me".

366 P8: They are the ones that will always have your back and support you,  
367 motivate you, or encourage you.

368 Comparison is such a common thing nowadays, especially with peers and most especially  
369 when beauty comes into play. But with the participants' case, their peers have been nothing  
370 but supportive to them and giving them all the support especially in their pageantries. The  
371 experiences of the participants have supportive friends and family that they could lean on  
372 when joining pageantries and just life in general.

### 3.3.3 Pageantry Needs Passion and Time Management

374 In joining pageantry passion in what you are doing, and proper time management is essential,  
375 considering that many participants have been struggling on balancing pageantry and  
376 academic due to lack of time management, it is crucial to practice a more suitable method in  
377 managing time in order to achieve a less hectic schedule. With that having passion in what  
378 you are doing will push you to be determined and want what's best for you in that situation.

379 Passion and time management comes hand in hand in creating a more suitable and more  
380 effective schedule in order to continue doing what you love without having a hard time  
381 balancing with your priorities. Ms. Crown have stated there are certain things that you will have  
382 to sacrifice if that is what you want, but then you always have to set your priorities first as a  
383 student. Pageantry comes with a great deal of struggles as the previous participants have  
384 mentioned but with passion you are able to seek better alternatives and strategies to improve  
385 your experiences.

386 P4: Different things empower different women, right? So, if you want to  
387 do pageants, if that's what makes you happy, if that's what makes you  
388 confident then go for it, but what I can advise is maybe not right now.

389 P7: What you should do is to really focus on your academics and if you  
390 really want to balance it with pageantry, then just do it smartly like, really

391 have the strength or time to you know manage your time like your  
392 schedule and everything.  
393 P5: Time management is a must.  
394 P4: If you really want to join you really have to think of the things you  
395 have to sacrifice if you really want to join but for me, it's better to study  
396 first.

397 In accordance with what the participants have experienced, all of them have mentioned time  
398 management and putting priorities first. Since all participants are currently in the senior high  
399 school level time management is important due to the workloads in school and events /  
400 activities in pageantry. Having too much workload and extracurricular activities leads to stress,  
401 that may cause losing the will and passion to continue what they love. This is where the  
402 practice of good time management comes in.  
403

#### 404 **4. CONCLUSION**

405  
406 The lived experiences of the participants being a student and pageant contestant— the  
407 participants were able to relive their experiences by telling the researchers their experiences,  
408 how they managed and balanced the pageantry and their academics, and what they gained  
409 from their experiences. For some, the negative outweighed the positive, but most expressed  
410 that they had good and positive gains from their experiences. A recurring thought throughout  
411 were: struggles in balancing pageantry and academics, the pressure and expectations, they  
412 built great connections and relationships, and that they felt fulfilled in joining. The coping  
413 mechanisms of the senior high school students in joining pageants and balancing  
414 schoolwork— participants have all mentioned in the previous question that it was hard to  
415 maintain and balance their responsibilities, and the likes. This question covers how they coped  
416 with the adversities that they experienced, such as: being too overwhelmed with the work, the  
417 negative perceptions of other people on them, having to sacrifice things to pursue the other,  
418 their schedules with pageantry clashes with their academics, and struggling with insecurities.  
419 They overcame these in their own ways, most of them developed positive mindsets despite  
420 the adversity they were facing, they also had moral support which was of paramount help. A  
421 notable quote from one of the participants, “don't mind them because at the end of the day  
422 you will focus on the crown, not to your enemies.”. The insights drawn based on the  
423 experiences of the participants— overall, the participants expressed that they gained such  
424 great experiences despite the adversities. They have also mentioned that by joining  
425 pageantry, it built their skills, confidence, and it created a character out of them, it also helped  
426 them in how they present themselves to others. They also expressed that joining pageants  
427 requires much passion and dedication, and that you need to step out of your comfort zone.

#### 428 **ACKNOWLEDGEMENTS**

429  
430  
431 We dedicate this study to our parents who have been the most supportive in this endeavor,  
432 they have been our source of inspiration, strength, and motivation through the challenges in  
433 making this paper.

434 To our mentor, we dedicate our accomplishments to you. Thank you for guiding us.

435 To us— the researchers, we would like to acknowledge all our hard work and effort in  
436 making this study despite challenges and setbacks.

437  
438  
439  
440

441 **COMPETING INTERESTS**

442

443 Authors have declared that no competing interests exist.

444

445 **AUTHORS' CONTRIBUTIONS**

446

447 Author A wrote the introduction of the study and the methodology, they also helped in writing  
448 the results and discussion. Furthermore, they wrote the conclusion along with Author D.

449 Author B helped in writing the results and discussion of the study and they also interviewed  
450 the participants and helped transcribing the interviews.

451 Author C helped with writing the methodology and transcribing the interviews.

452 Author D helped with the results and discussion and wrote the conclusion with Author A.

453 Author E helped writing the introduction of the study and revised the overall paper.

454 All authors have read and approved the final manuscript.

455

456 **CONSENT (WHERE EVER APPLICABLE)**

457

458 All authors declare that they have gained consent from all the participants in making this  
459 research paper.

460

461

462 **ETHICAL APPROVAL (WHERE EVER APPLICABLE)**

463

464 The authors declare that they all followed the ethical considerations as follows:

465 The participants have the full right to go fully anonymous— with a unique code name during  
466 the interview and to deem the personal information revealed about them throughout the  
467 interview as confidential. The participants were also given consent letters and agreements  
468 that are to be approved and signed by them before they fully take part in the data collection  
469 procedure in the research. Both parties— the researchers and participants should be  
470 transparent and honest to each other throughout the whole interview process. Lastly, in  
471 correlation to the aforementioned consideration, the participants have the right to alter and /  
472 or remove any statements they made during the interview. They also have the choice of opting  
473 out of the study with prior notice from the researchers.

474

475

476 **REFERENCES**

477

478 1. H Beston, N. (2020, February 27). 2 Different Sides To Beauty Pageants. Rustler News.  
479 Link.

480 2. Briones, V. a. C. (2019, April 1). Impact of Poor Time Management in the Academic  
481 Performance of Grade 12 ABM Students in Bestlink College of the Philippines S.Y. 2018-2019.  
482 Link.

483 3. Cherry, K. (2023a, January 30). The Incentive Theory of Motivation. Verywell Mind. Link.

484 4. Cherry, K. (2023, February 27). Self Efficacy and Why Believing in Yourself Matters.  
485 Verywell Mind. Link.

- 486 5. Cyril, A. V. (n.d.). Time Management and Academic Achievement of Higher Secondary  
487 Students. Link.
- 488 6. Davis, J., & Murray, J. (2021). The Ugly Side of Beauty Standards. (2).
- 489 7. Kim, H., Sefcik, J., & Bradway, C. (2016). Characteristics of Qualitative Descriptive Studies:  
490 a Systematic Review. *Research in Nursing & Health*, 40(1), 23–42. DOI.
- 491 8. Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between  
492 academic self-efficacy, learning-related emotions, and metacognitive learning strategies with  
493 academic performance in medical students: a structural equation model. *BMC Medical  
494 Education*, 20(1). DOI.
- 495 9. Javaid, Q., & Ajmal, A. (2019). The Impact of Body Image on Self-Esteem in Adolescents.  
496 *Clinical and Counselling Psychology Review*. DOI.
- 497 10. Kannan, A. (n.d.). Beauty Pageants and their impact! Link.
- 498 11. Kassir, Y. (n.d.). Unrealistic body standards create toxic environment. *The Standard*. Link.
- 499 12. Latipah, E., Kistoro, H. C. A., & Insani, F. D. (2021). Academic Procrastination of High  
500 School Students During the Covid-19 Pandemic: Review from Self-Regulated Learning and  
501 the Intensity of Social Media. *Dinamika Ilmu*, 293–308. DOI.
- 502 13. Luintel, S. (2023, January 2). Effective Time Management Using the Pickle Jar Theory -  
503 timeTracko. timeTracko. Link.
- 504 14. Mantz, A. (2022, June 9). Children Internalize Beauty Standards at an Early Age — Here’s  
505 How to Break That Cycle. *POPSUGAR Family*. Link.
- 506 15. Mejia, A. Z. (2022, March 2). Teen beauty pageant contestants discuss mental health. *The  
507 Daily Universe*. Link.
- 508 16. Murray, J. D. and J. (2021, November 3). The Ugly Side of Beauty Standards : A Two Part  
509 Series. *The East Carolinian*. Link.
- 510 17. P. (2021, November 15). How Physical Beauty Affects a Person’s Self-Esteem. *Psychreg*.  
511 Link.
- 512 18. Salazar, V. W. B., & Moneva, J. C. (2020). Assessment of Pageantries: Learning or  
513 Enjoying? *IRA International Journal of Education and Multidisciplinary Studies*. DOI.
- 514 19. School, EMILY REGITZ | Ephrata High. “Beauty Pageants Can Lower Girls’ Self-Esteem.”  
515 *LancasterOnline*, 12 Jan. 2020. Link.
- 516 20. Soohinda, G., Mishra, D., Sampath, H., & Dutta, S. (2019). Body dissatisfaction and its  
517 relation to Big Five personality factors and self-esteem in young adult college women in India.  
518 *Indian Journal of Psychiatry*, 61(4), 400. DOI.
- 519 21. T. (2020, December 11). Bullying in beauty pageants—and how. *The Diarist.ph*. Link.
- 520 22. Tambayan, D. (2023, March 19). How Heavy Workload Affects Student Learning  
521 Outcomes • DepEd Tambayan. DepEd Tambayan. Link.
- 522 23. Taylor & Francis Group. (n.d.). Reflections on Beauty as It Relates to Health in Adolescent  
523 Females. Taylor & Francis. Link.
- 524 24. Wolters, C. A., Won, S., & Hussain, M. R. (2017). Examining the relations of time  
525 management and procrastination within a model of self-regulated learning. *Metacognition and  
526 Learning*, 12(3), 381–399. DOI.

527  
528  
529  
530

## APPENDIX