

**EDUCATIONAL ANIXETY AMONG SECONDARY SCHOOL STUDENTS
IN RELATION TO THEIR TIME MANAGEMENT COMPETENCY**

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Master in Education

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DECLARATION

I hereby declare that the dissertation entitled “Educational Anxiety among Secondary School Students in Relation To their Time Management Competency” submitted to fulfill M.Ed degree is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for award of any other degree or diploma from any university.

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Certificate

This is to certify that Miss Amandeep has completed M.Ed. dissertation titled “Educational Anxiety among Secondary School Students in Relation to Their Time Management Competency” under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation. No part of the dissertation has been ever submitted for any other degree or diploma.

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ABSTRACT

Tests and examinations at all stages of education, especially at higher educational level has been considered as an important and powerful tool for decision making in our competitive society, with people of all ages being evaluated with respect to their achievement, skills and abilities. Anxiety increases the level of depression and the students have less capacity to manage the task, time and other things. Anxiety is considered as obstruct to an activity. A person who suffers from anxiety may not be able to dedicate his full energy in the concert of a task. Therefore, anxiety interferes with learning. In fact, anxiety might prevent learning or might also fuel it.

The present research aims at studying “Educational Anxiety among Secondary School Students in Respect to Their Time Management Competency”. This study aims at finding the relationship between educational anxiety and time management competency of secondary school students. In order to find the relationship, the level of educational anxiety and that of time management competency has been measured and then relationship is established. The study is descriptive nature. A sample of 200 secondary school students was chosen for the study from Jalandhar and Kapurthala districts of Punjab by using simple random sampling technique.

The conclusions of the study are as follows: A little difference is found in the high and above average anxiety level of secondary school students. Majority of the secondary school students have good time management competency. The study reported that there is no significant difference in the educational anxiety of boys and girls, urban and rural secondary school students. No significant difference also prevails in the time management competency of boys and girls as well as of urban and rural secondary school students. The study shows a significant positive correlation between educational anxiety and time management competency of secondary school students.

Keywords: - Educational Anxiety, Time Management Competency, Secondary School Students

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CHAPTER-1

INTRODUCTION

1.1 Theoretical orientation of the problem

Education is the heart of the development of every developing country. It is a process which helps to develop the capacity and capability among the students. Education provides the stage to the student where students learn lots of things. Human being has unique attitudes, capabilities, interests and potentialities. They react in a unique manner in every situation. In the hierarchy of education from kindergarten to higher education, the level of secondary education is the most important as this level gives the foundation for future education. However, continuous pressure from outer world over the abilities of the adolescents creates the causes like stress, restlessness and anxiety that confuse the mind of an individual.

Adolescence is the most important stage in human's life. It is the main period in the entire life duration of an individual. Interest and impact of adolescence behavior and challenges have been accepted since the ancient times. However, the systematic study of teens is very latest. At current time, ample importance has been given to the teen's period of life. This period of life is in the middle of childhood and adulthood. It is a change from full dependence to full independence. In this period, a number of changes take place in an individual's life. The changes may include physical, physiological, intellectual ability, verbal skills, social skills, emotional development, and sexual development. The expectations of an individual become high from their family. Due to these changes, adolescents face some sort of anxiety to adapt to the changing circumstances.

Increase in anxiety badly affects the academic achievement of adolescent students. One cannot deny the reality that anxiety has been increasing in the world and it will surely affect the education as well as the personality of students which continue during their life. Anxiety is generally understood as a feeling that predates the development of an individual. Its gravity in individuals and its existence in a kind of anxiety disorders make a vital clinical focus.

The word anxiety is originated from the Latin word –‘Anxieties’ which means to choke, throttle, and trouble, upset. It covers behavioral, affective and cognitive responses to observation of risk. In moderation, anxiety arouses a preventive and adaptive response to challenging or traumatic event. According to Freud, “A feeling of imminent danger that can be based on objective, neurotic or moral threats is called anxiety.”

Anxiety is one’s way of expressing that there is something in the surroundings which is the need of one’s interest. It mainly involves a cycle of biochemical modification in an individual’s body. Anxiety is a state of emotional tension. It is an unpleasant condition of inner disorder. High level of anxiety in a person makes the body to organize to fight or run away from the professed danger. It is generally termed the “fight-or-flight response.” (Rothschild, 2000)

Anxiety is not a bad thing but at the same time it is true that high level of anxiety interfere with one’s interest and remembrance. These factors are very much significant for getting victory in academics. However, in the absence of anxiety, most of us would lack the motivation to prepare for examinations, to write a paper and to do everyday homework especially in the classes which we find uninteresting. A modest quantity of anxiety is essentially required to enhance educational performance of students by motivating him in a positive way (Middleton, 1999).

According to May (1977), anxiety is defined as a maladjusted behavior on the part of an individual. Benjamin (1987) found that anxiety can interfere with concentration, learning and testing of an individual. Anxiety can also interfere with the learning of those anxious students who are more easily disturbed by extraneous or incidental part of the task at hand. They face troubles in focusing on major details. There are some symptoms behind anxiety like physical disturbance, excessive worry about health, money, family, work, school performance.

Anxiety, fear, worry and depression all are increased through higher levels of school assignments. Higher levels of anxiety, depression and worry can lead to lower academic performance and also poorer working memory function. School assignments are involved more working memory that are very much affected by anxiety and depression. Lower self efficacy of students can lead to higher levels of anxiety.

Anxiety is a response to perceived menace or danger. Anxiety is an exclusively human experience. Human anxiety involves skill to use memory and thoughts to progress backward and forward in time. In addition, anxiety frequently occurs as a sign in other categories of psychiatric disturbance. Anxiety risk factors contain family history and parental factors together with parental rejection, lack of parental warmth, and ruthless discipline.

At present, anxiety is a general incident of everybody's life. It plays an essential role in individual life because in some way or other, all of us are the victims of anxiety in different parts of our life. Anxiety is a normal reaction to certain situation. An overall level of anxiety is normal but severe can be a serious problem, it creates illness among an individual. It can be severe mental disorder. For people with anxiety disorders, worry and fear are stable and overpowering, and can be crippling. The accurate reason of anxiety disorder is unknown, but anxiety disorders like other forms of mental illness or physical weakness. It is caused by a different combination factors, including changes in brain and environmental stress.

Anxiety is generally classified into trait anxiety and state anxiety. Trait anxiety refers to the steady characteristics or trait of an individual. State anxiety is that anxiety which is stimulate by some transitory conditions of the atmosphere such as examination, accident, punishment and unpleasant event etc. According to Webster (1956), anxiety is a painful uneasiness of the mind over an unbending or anticipating ill. It is characterized with fear, feeling with guilt, insecurity and need of encouragement. Anxiety occurs when needs of an individual ego are in danger.

Levit (1953) considered anxiety as a dangerous signal which is felt by the conscious portion of the personality with or without replication. There are two type of anxiety. One is normal which considered as a fear reaction to threats to personal values that the individual holds critical to his life as a personality. It can be considered normal if the danger can be coped fruitfully on a conscious level. Generally, it can be successfully handled. The second type of anxiety is abnormal anxiety which is distinguished from the normal anxiety. Its reaction is highly dangerous. The reason for this anxiety is hidden within the individual. Freud explained other kinds of anxiety which he called psychic pain. They are (1) Reality anxiety (2) Neurotic anxiety,

and (3) Moral anxiety. The other types of anxiety include existential anxiety, mathematical anxiety, stranger anxiety, social anxiety etc.

Educational anxiety

Educational anxiety is a type of anxiety which is related to the anticipating threat from the surroundings of the educational institutions together with educators and certain subjects such as Physics, Mathematics, English and History etc. Educational anxiety can become more harmful over time. But the high level of academic and test anxiety helps in academic performance.

Educational anxiety or academic anxiety plays an important role at secondary level of education because this is the threshold of future education. Therefore, students at this level have high academic anxiety about good results. They are also highly tensed because on one hand they have to either secure good percentage for getting admission for further education or they have to choose a vocation to earn a livelihood for future.

Educational anxiety is a general problem in student's life. Hence, it cannot be ignored if they would like to attain educational achievement in individual's life. If educational anxiety is not well addressed, then many severe and extensive outcome like causing a student to start hating a subject and a teacher, telling lies to parents, perform weakly on school work, absent classes to practice activities that interest him and vacate from mixing with siblings, peers, friends and drop out into school.

Educational anxiety can be converted into more dangerous over time. Anxiety is appropriate and required, but when continuous and too long and exceeds normal limit, it makes the individual suffer from an anxiety disorder. People facing anxiety try to remove themselves from situations which have annoyed them in the past. Anxiety is a psychological feeling of tension and distress in response to a condition that is supposed to be harmful. In the view of

Horney, anxiety is a dynamic centre of normal as well as abnormal personality. Generally speaking it is a feeling of spread blurred, worry, hesitation, about threat of same values which the individual holds.

Anxiety is very general and normal in the age of modernization. Anxiety may be related to identity, profession, and scholastic achievements, the adolescents undergo views of anxiety at a few parts of their lives. Adolescents often lack motivation in academics and performance, as their interest is divided with lots of many things mainly at creating an identity for themselves and establishing interrelationship with others.

Today, many students suffer from school related anxiety. There are some researches which show the supportive role of educational anxiety but it has negative consequences also. Not all data are in support of the negative effects of anxiety. Low self concepts, low level of self confidence and lack of motivation have been linked to higher levels of anxiety.

Rezazadeh and Tavakoli (2009) through their research, tried to find out the relationship between gender, academic achievement, years of study and levels of test anxiety. Simple random sampling method was applied to select 110 undergraduate students from the University of Isfahan, Iran. Results of the study revealed that there exists a significant difference in the test anxiety of students. The study also reported that female students have a higher level of test anxiety in comparison to male students.

Mohamadi et. al. (2009) researched on test anxiety and its relationship to test score and self-actualization of academic English as a foreign language (EFL). It took into account 100 graduate students from the University of Tehran, Iran. Findings of the study revealed that there exists negative relationship between test anxiety and self actualization. The study also reported that neither female nor male students tend to higher level of test anxiety.

Sridevi (2012) through her research, tried to find out the relationship between general anxiety, test anxiety and academic achievement of higher secondary students. Simple random sampling method was applied to select 180 secondary school students from Idukki district of

Kerala state. Results of the study revealed that there exists a significant difference in the test anxiety and general anxiety of students. The study also reported that rural students are more anxious than urban students in both general and test anxiety. Private aided schools student achieved better than the students of other type of schools.

Xiao (2013) conducted a study on academic stress, test anxiety and performance among high school students. Simple random technique was applied to select 450 students from different schools of China. Findings of the study revealed that there exists a positive relationship between the test anxiety and academic stress. However, academic stress is negatively related to academic test performance.

Attri and Neelam (2013) conducted a study on academic anxiety and academic achievement among secondary school students. It took into account 200 students from Mandi district of Himachal Pradesh by using random sampling technique. Findings of the study revealed that there exists a significant difference in the mean scores of academic anxiety of male and female secondary school students. The study also reported that girls are more academically anxious than boys.

Mohammad (2013) investigated into a study on academic anxiety among private senior secondary school students. It took into account 100 students from Kangra district of Himachal Pradesh by using lottery method of random sampling technique. Findings of the study revealed that there exists a significant difference in the mean scores of academic anxiety of private senior secondary school students. The study also reported that girls are more anxious than boys.

Das et. al. (2014) researched on academic anxiety and academic achievement among secondary level school students. Simple random technique was applied to select 237 students of Malda district of West Bengal. Findings of the study state that there exists a significant difference in the academic anxiety scores of boys and girls. The study also reported that girls are more academically anxious than boys in the field of academics.

Siddiqui and Rehman (2014) conducted a study on academic anxiety among secondary school students in relation to socio economic status, gender and school type. It took into account 222 students of government and private schools from Aligarh city of Uttar Pradesh. Findings of the study reported that there exists a significant difference between private and government school students with regard to their academic anxiety. The study also reported that government school students are more academically anxiety than private school students which positively contributes towards better academic performance.

Bihari (2014) investigated into the academic anxiety among secondary school students with respect to gender, habitat and school types. It took into account 114 students from North East Delhi by using simple random technique. Findings of the study reported that there exists no significant difference between the mean scores of boys and girls and rural and urban students of secondary schools with regard to their academic anxiety. The study reported that there exists a significant difference between the mean scores of private and government secondary school students with regard to their academic anxiety. Result of the study revealed that government school students are more anxious than private school students.

Banga (2015) conducted a study on academic anxiety among private senior secondary school students. It took into account 100 students from Kangra district of Himachal Pradesh by using lottery method of random sampling technique. Findings of the study revealed that there exists a significant difference in the mean scores of academic anxiety of private senior secondary school students. The study also reported that girls are more anxious than boys.

Mahajan (2015) examined on academic anxiety among secondary school students in relation to their parental encouragement. It took into account 120 students from Nurpur Tehsil of Punjab. Findings of the study revealed that gender is not a determining factor in deciding the academic anxiety of students where as the type of school considerably influence students' anxiety.

Time management competency

Different people define the meaning of time in different manner. According to some people, Time is money, it is very precious. Once it is gone, it can never be regained. It has got a flying nature. We are not in a position to create more time and that is why we have to use it very carefully. While distributing the wealth, happiness and health etc, God has discriminately distributed the same unevenly. But it is the time that is equally distributed among all weather one is a President of a country or a common citizen. Everybody has got a day of twenty four hours.

Therefore, Time management is generally a requirement in the completion of any task development because it decides the moment and range of project completion. It primarily aimed at increasing efficacy, efficiency or output (Richard, 1982).It is a meta- activity among the aim of maximizing the whole advantage of a set of extra activities contained by the precise situation of a specified quantity of time. Time management may be supported by a sort of skills, tools, and techniques that is used to manage time. Initially, time management is just referred to business or work activities.

Competency takes more than ability and understanding. It involves the exact and suitable mind-set that ultimately interprets to deeds. The total amount of skills, knowledge and attitudes, manifest in the behavior of students is called competency. It is the "means" to achieve the "ends" (Mitton & Donaldson, 2013). A computer service customer representative may be very skillful and knowledgeable in repairing computers, but if he does not arrive on an appointed time to the client, he will be taken as equally incompetent.

Time management competency is a collection of knowledge, skills, and attitudes that affects a most important part of person's life. It is a course of scheduling and exercising control over the amount of time spent on specific task and work. It increases the usefulness, competence or productivity. Time management was described in terms of setting goals and priorities, the use of process inclination of an organised place of work, and the apparent control of time. The above components of time management were taken from Macan, et al. (1990). According to Lay and Schouwenburg (1993) the concept of time management is generally defined in terms of clusters of behavior that are assumed to ease efficiency and recuperate stress.

Time management system is a planned combination of processes, tools, techniques and methods. Time management competency is required and necessary in every project development and project completion. Time management includes balance, flexibility and control over time. Time management competency reflects some of traits and abilities required for success in job. Time management competency refers to managing time successfully. Effective time management helps individuals allocate specific time slots to activate as per their importance. The meaning of time management is related to organizing tasks like learning tasks, writing, listening and responding to teacher questions. Eilam and Ahoran (2003) viewed time management competency as a way of managing, monitoring and calculating time among school students.

Maintaining a variety of responsibilities with effective manner into given a given time is also a big task. There is some key behavior like prepare a list 'to do', allocates time to planning and thinking for tasks for the tasks, assigns priorities to tasks. Control over time and spent it into carefully give lots of benefits. Hellston (2005) focused on the lack of a theoretical model of time management. It shows that there has been no available psychometric review or judgment of these instruments for assessing standard time management.

Time management is also occasionally referred to as 'self-management' or 'independent working'. It is mainly significant for regulating jobs because an individual have greater level of responsibility. Competency in time management helps in whole development. It includes finding an appropriate work life balance and demonstrating self-motivation, time and project. Time management competency removes stress, anxiety as well as depression. It creates the balance between professional and personal responsibilities. Time management competency focuses on independent, self directed work and project management.

Time management competency includes the managing of work. According to the dictionary of Harward University, "There is a difference between managing work and time management. Managing work is focus on within the job/role or related to planning how the work will do given time but time management is closely related to planning and organizing the work with respect to

the priorities. Shellenbarger (2009) concluded that those who cannot complete the requirements of time management successfully then the result will be failure of personal and business.

The most common term in the time management for students are time-on-task or engaged time, available time and academic learning time. Academic learning time has been defined as time spent by a student engaged on a task in which few errors are produced and where the task is directly relevant to an academic outcome (Romberg, 1980). Available time is divided among all the miscellaneous functions of a school, with the leisure, social, and academic goals. Engaged time is the amount of time that the student actively engaged in performing a task. It does not include classroom tasks like waiting for a teacher to distribute materials, or inapt activities such as talking to another student or daydreaming. The academic learning time represents a significant tenement over engaged time.

Sultana and Rashid (2008) researched on time management competency and punctuality issues among secondary school students. The study shows that student's own behavior is the largest contributor to time management and punctuality problem among students. The study also revealed that time management and punctuality problems have negative impact on student's academic achievement.

Saveri and Kandy (2011) investigated into the impact of time management skills on self-efficacy and academic performance. Simple random technique was applied to select 54 female students of high school of Maszid Soleiman. Results of this study showed that time management skills increase academic performance and self efficacy of students.

Yu (2011) through his research, tried to find out the relationship between time management, academics and the social life of student-athletes. Results of the study revealed that athletes plan their time better in season than out of season. The study also reported that females are more academically self motivated than males.

Miqdadi et. al (2013) conducted a study on time management and academic performance of students in Abu Dhabi, UAE by using random sampling method. Findings of the study reported

that time management is highly correlated to academic performance. The results also showed that freshmen male students are better time managers than sophomore students.

Kaushar (2013) conducted study on the impact of time management on academic performance among college students. Simple random sampling technique was applied to select 50 college students of Pune. Findings of the study reported that student's behavior in the category of time planning was at the highest level and behavior in the category of time management was at the lowest level. The study also shows a significant relationship between time management and academic performance of the students.

Ngozi et. al. (2014) researched on time management and academic performance among post graduate students. Stratified random sampling technique was applied to select 246 post graduate students of Nigerian University. Findings of the study revealed that time management is not the only factor that affects the cumulative grade point average (CGPA). Family workload and other psychological factors influence the academic performance of postgraduate students in Nigerian Universities.

Ocak and Boyraz (2016), through their research, tried to find out the relationship between academic procrastination and time management of undergraduate students. Simple random sampling method was applied to select 332 undergraduate students from Turkey. Findings of the study revealed that students are generally indecisive about their behavior of procrastination in their academic tasks and are in middle level in terms of time management skills.

1.2 Significance of the study

Educational anxiety plays a very crucial role in the process of teaching and learning. It acquired extraordinary importance in the field of education. It is shown that if a student lacks an urge to achieve, his performance will be hampered. Needless to mention, if we are really interested to improve the quality of education in our schools, then we have to pay proper attention to harness the potentialities of our students by enhancing their level of self confidence

and reducing educational anxiety. The present study has been undertaken to study the relationship of educational anxiety and time management competency.

Time management involves setting up goals and approaching oneself to do it within a particular period. It helps to completing the tasks well within the fixed time. Time management makes the person competent; stress free from laziness, start enjoying work, sense of achievement, personal and social development and life becomes easier. Time management creates and improves the professional and personal managerial skills. Time management competency overcomes burden of completing the work within allotted time. Students should have competency to handle the pressure of pending work and present assignments on time. Though very often suffers from stress due to improper management of time, secondary students in general and that of students of class X in particular often struggle with this aspect and fails to manage their time efficiently. Time management plays a significant role in improving students' performance in academics. Students of class X should have the ability and competency to manage their time in setting the goals, deciding priorities and doing their assignments timely. The examination stress and competitive environment faced by tenth grade students enhances their anxiety level which serves as a barrier in their academic achievement. Hence effective time management is very much essential to reduce anxiety and enhance academic achievement.

Using time purposefully and effectively is an essential element to increase or decrease one's educational anxiety. Effective and efficient time management allocates students to be free from all kind of anxiety and increases output performance of the work. It also handled the educational anxiety, and reduces it effects. Good time management reduces frustration, anxiety and educational stress. Hence teachers, principals and counselor should arrange for time management seminars to improve academic success of students.

It is important to state that more than six children per day or 2320 children committed suicide in one year alone in India because of academic anxiety. It's caused due to failure in examinations (National Crime Records Bureau, Ministry of Home Affairs, Government of India, 2000). This shocking data highlights the seriousness of this problem. This inability of

adolescents to cope with educational anxiety is a serious issue not only for the parents or teachers but also for all the stakeholders of education. Adolescents' competency to manage time effectively may help them in reducing their educational anxiety to a considerable extent. Although various researches have been conducted on educational anxiety as well as on time management competency separately, but a deep analysis of the review of the literature reveals that researches relating to both variables are almost lacking focus. Therefore, the researcher deliberately attempted to find out whether there is any relationship between educational anxiety and time management competency of adolescent students. The finding of the study would be beneficial not only to students but also to the parents, teachers and all the stakeholders of education in reducing the educational anxiety of students by molding them to manage their time effectively.

1.3 Statement of the problem

The proposed study is an attempt to examine the relationship between educational anxiety and time management competency among secondary school students. Thus the statement is stated as:

EDUCATIONAL ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR TIME MANAGEMENT COMPETENCY

1.4 Operational definitions of the terms

Educational Anxiety

Educational anxiety is a fear of failure in an academic setting that arises when parents, teachers or students' own expectations exceed what the student believes he/she can realistically achieve. Source of educational anxiety include failure to satisfy determined or excessively critical expectations of parents in early childhood as well as early exposure to overachieving siblings or peers (Goldfried & Zurilla, 1969). In this study educational anxiety refers to the prevalence of anxiety related to education in secondary school students.

Time Management Competency

Time management is the act of planning the amount of time one spends to complete a particular job. Time Management is the act of managing time effectively so that the right time will be allocated to the right activity. Effective time management allows an individual to assign specific time slots to activities as per their importance. Time management refers to making the best use of time. It refers to the best way of performing a job to maximize the work in a given amount of time. In the present study, time management competency refers to the competency of secondary students in managing their time in completing their academic tasks.

Secondary School Students

Secondary school students for the present study were the students studying in 10th class of schools affiliated to PSEB (Punjab School Education Board). In the present study, secondary school students of Jalandhar and Kapurthala districts were taken into consideration.

1.5 Objectives

The study was conducted with the following objectives:

1. To study the levels of educational anxiety among secondary school students.
2. To study the levels of time management competency among secondary school students.
3. To analyze the differences in the educational anxiety of secondary school students with respect to their gender and locality.
4. To analyze the differences in the time management competency of secondary school students with respect to their gender and locality.
5. To find out the relationship if any, between educational anxiety and time management competency of secondary school students.

1.6 Hypotheses

1. There exists no significant difference in the level of educational anxiety among secondary school students.
2. There exists no significant difference in the level of time management competency among secondary school students.
3. There exists no significant difference in the educational anxiety of secondary school students with respect to their gender.
4. There exists no significant difference in the educational anxiety of rural and urban secondary school students.
5. There exists no significant difference in the time management competency of secondary school students with respect to their gender.
6. There exists no significant difference in the time management competency of secondary school students with respect to their locality.
7. There exists no significant relationship between educational anxiety and time management competency among secondary school students.

1.7 Delimitations of the study

1. The present study was delimited to 200 secondary school students of Kapurthala and Jalandhar districts of Punjab.
2. The study was confined to students studying in 10th standard only

CHAPTER 2

METHOD AND PROCEDURE

The present chapter deals with the method and procedure of the study. It includes the research methodology, sample size, area, and sampling technique, tools used for collection of data, administration of these tools, scoring procedure and statistical analysis.

The methodology is decided with reference to the type of research or the type of inquiry. Research methodology helps the researcher from the initial identification of the problem to its final conclusions. The prime purpose of research methodology is to carry on the research work in a specific and valid manner. It provides the basis on which tools and techniques are selected to carry out the research problem. Research method refers to the method the researcher uses in performing research operations. This is an unfortunate tendency to think that research design ends with methodology. It is important to be aware of the range of methods available and to understand how they work appreciating their advantages and disadvantages. The essential thing to be considered here is to be able to select the methods that are most likely to achieve the objectives of the research.

The method and procedure is a sort of help to the researcher to proceed in a positive direction. It sets some sort of norms, using which the research can be carried in a proper manner. It sets a path to be followed by the researcher. It paves the way for a good research to be carried out. It clarifies the method and procedure to the researcher, which is to be used in the research.

Research is a human activity based on intellectual investigation and is aimed at discovery, interpreting and revising human knowledge and different aspect of endeavors. Method is the base of the study. Before starting the research work, the selection of the method is must, otherwise the research cannot precede a single step. The method and procedure of the study is designed keeping in mind the objectives of the study. Descriptive survey method is found to be the most appropriate method of the present study.

2.1 Research methodology

Methodology refers to logical plan of solving a problem. In research there are number of methods and procedures to be applied such as experimental method, historical method and descriptive survey method etc. It is a systematic way of solving problem. It is an orderly arrangement of parts and steps to accomplish an end. A set of prescribed actions or events must be enacted or have taken place in order to achieve certain result.

The present study is descriptive in nature. It describes and interprets what condition and relationships exist at present by determining the nature and the degree of existing conditions. In this study descriptive method was used to determine the relationship between the dependent and independent variables viz. educational anxiety and time management competency. In the present study educational anxiety was taken as the dependent variable and time management competency is taken the independent variable.

2.2 Sampling

Most of the educational phenomena consist of a large number of units. It would be impracticable, if not possible; to test, to interview or observe each unit of the population under controlled conditions in order to arrive at principles having universal validity. Sampling is the process by which a relatively small number of individuals, objects or events are selected and analyzed in order to find out something about the entire population from which it was selected. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population.

Different methods are employed for sampling like random, stratified, purposive sampling, incidental sampling and quota sampling. Among these methods, random sampling is considered as the best because it is unbiased and sample is selected randomly. Simple random sampling technique was used for the present study.

2.2.1 Sampling technique

For the present study, 200 students studying in different government schools of Jalandhar and Kapurthala districts of Punjab were taken into consideration. Further the sample was divided on the basis of their gender and locality. Simple random sampling technique was employed to select samples for the present study.

2.2.2 Sampling design

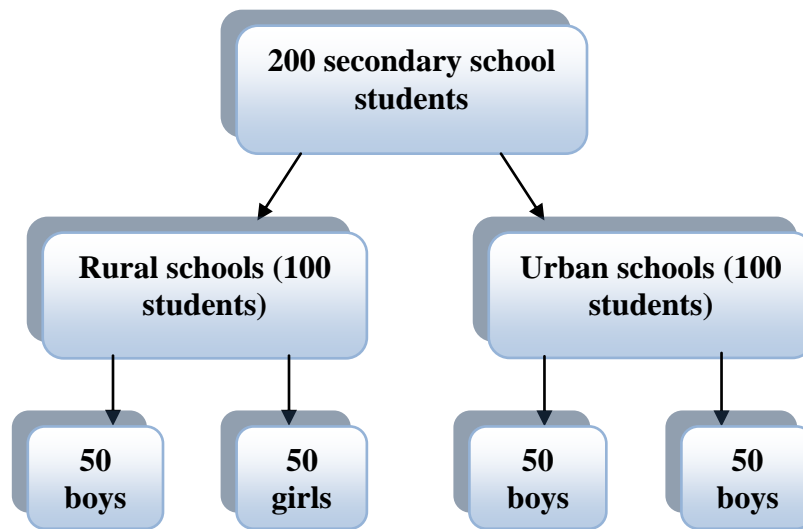


Figure 2.2.2 sampling frame

2.3 Tools used for the study

Research is primarily based on the collected data. The data is collected by using certain tools. A researcher goes for a particular type of tool after judging its criteria like validity, reliability, practicability etc. Keeping in mind these criteria's, the researcher decided to go in the following two standardized psychological tools to measure educational anxiety among secondary school students in relation to their time management competency.

1. Educational Anxiety Inventory by Vishal Sood and Arti Anand (2012)
2. Time Management Competency Scale by D.N. Sansanwal and Meenakshi Parashar (2007)

2.4 Description of tools

2.4.1 Educational Anxiety inventory for students (EAI)

The Educational Anxiety inventory measures the educational anxiety among students of class 9th and 10th (secondary school students).

Scoring

Educational anxiety inventory is self administering and self reporting tool with five points rating scale. Items of inventory are in statement form requiring information for each item either on the five options on a continuum as follows: Completely true, true to large extent, true to some extent, false/untrue to large extent and completely untrue/false. The items are scored in such a manner that if the answer to a positive item is “Completely True”, a score of ‘1’ is given, for ‘True to large extent’, a score of ‘2’, for ‘True to some extent’, a score of ‘3’, for ‘Untrue/False to large extent’, a score of ‘4’ and ‘Completely Untrue/False’. In this way total score ‘5’ is awarded. On the other hand, in case of negative items, the above scoring procedure was reversed completely. i.e. starting from 5 to 1.

Reliability

The reliability of educational anxiety inventory was completed through the two methods, that is test-retest method and internal consistency method. In order to compute the test-retest reliability, the test was administered twice on the sample of 70 pupils with 15 days gap subsequently. Pearson r was computed the two sets of scores. The obtained Pearson r was 0.738 which was significant at 0.01 levels. For the internal consistency of the test, it was administered on 80 higher secondary school students from six schools. The value of correlation coefficients was 0.784 which was significant at 0.01 levels.

Validity

The present test EAI has been validated against the TASC by A. Kumar and AASC by A.K. Singh. Former tests are the measures of academic anxiety and the later intends to measure test anxiety among school students.

2.4.2 Time management competency scale (TMCS)

Time management scale was developed to help people to know the extent to which they can manage the available time efficiently. The time management competency scale operationally has been defined as the process wherein well defined activity or activities are sequenced so that pre-determined objectives/goals/aims can be achieved efficiently. Time management is comprised of four steps. These are planning, organizing, leading and evaluating. These steps formed the basis of developing the time management competency scale. In this scale 36 items are available. The statements are in Hindi language. Corresponding to each statement, five alternatives are given. These alternatives are: Always, Frequently, Sometimes, Rarely, Never.

Scoring

The positive statements are 1, 3, 4, 5, 8, 11, 13, 17, 20, 23, 24, 25, 26, 27, 28, 29, 31, and 33. The negative statements are 2, 6, 7, 9, 10, 12, 14, 15, 16, 18, 19, 21, 22, 30, 32, 34, 35, and 36. For positive statements the weightages for Always, Frequently, Sometimes, Rarely, Never were 5, 4, 3, 2, and 1 respectively. On the other hand, for negative statements the weightages for Always, Frequently, Sometimes, Rarely, and Never were 1, 2, 3, 4, and 5 respectively. Thus, the scores will range between 36 and 180.

Table 2.4 (a) Scoring table for time management competency

| Statements | Item no. | Scoring | | | | |
|------------|---|---------------|-------------------|------------------|---------------|--------------|
| | | Always (A) | Frequently (F) | Sometimes (S) | Rarely (R) | Never (N) |
| Positive | 1,3,4,5,8,11, 13,17,20,23, 24,25,26,27, 28,29,31,33 | 5 | 4 | 3 | 2 | 1 |
| Negative | 2,6,7,9,10, 12,14,15,16, 18,19,21,22, 30,32,34,35, 36 | 1 | 2 | 3 | 4 | 5 |

Interpretation

For interpretation, the following criteria may be followed:

Table 2.4 (b) Interpretation tables

| Scores | Interpretation |
|--------------------------|--------------------------------------|
| Up to 45 scores | Very poor time management competency |
| Between 45 and 90 scores | poor time management competency |
| Between 90 to 135 scores | Good time management competency |
| Above 135 scores | Excellent time management competency |

Reliability

The test-retest reliability coefficient was found to be 0.72 while split half reliability coefficient was found to be 0.96. These reliability coefficients are very high. Therefore, the time management competency scale was considered to be reliable.

Validity

The validity involves basically the systematic test of contents of the time management competency scale to determine whether covers a representative sample of skill to be measured. The content validity of the time management competency scale was established by having a discussion with the experts from the field of management. On the basis of expert's opinion, the time management competency scale was found to be valid.

2.5 Procedure of data collection

Following steps were followed in the administration and collection of data

1. The students were asked to sit comfortably and rapport had been established with them by brief general talk.
2. The students were asked to read the data carefully.
3. If there was any confusion regarding the instructions, they could ask by raising their hands. There was nothing wrong or right in the answer. Students were asked to tick the answer which seemed to be appropriate to them.
4. There was no fixed time limit for the test. But ordinarily the pupil took 35 to 40 minute's time to complete the test. Therefore, an entire period was devoted to accomplish the task.
5. The researcher assured the students that their answers would always remain confidential. The researcher made every effort to secure sincere co-operation from the students.
6. As soon as the pupils finish their works, test materials were collected for tabulation and interpretation.

2.6 Statistical techniques used

Statistic is mathematical technique of analyzing, describing and interpreting the numerical data. For testing the hypothesis in present study, t-test and co-efficient of correlation has been applied.

Statistical technique is a collection of methods which is used to process large amount of report overall trends and data. It refers to a collection of methodologies used in measurement of data. It is normally used in ascertaining relative performance that involves assumptions about functional relationships. Statistical techniques bring objectivity in interpretation and lead to reliability in results. Statistical techniques were used for interpretation of data are as mean, t-test, coefficient of correlation were used for analysis of data.

CHAPTER 3

RESULT AND DISCUSSION

Data which has been calculated needs to be analyzed using statistical techniques to yield certain results. Therefore, attempt has been made in present chapter to deal with the results and their corresponding interpretation in accordance to the hypothesis. Tabulated data is analyzed through statistical techniques to yield certain results. The depiction of results and their interpretations considered to be the most important part of research work as it verify the hypothesis and eventually lead to final conclusion of study. The data, as such, has no meaning unless analyzed and interpreted by some dependable techniques. Analysis of data means studying the tabulated data in order to determine intrinsic facts. It involves in breaking up of the complex factors into smaller parts and putting them in new arrangements for purpose of interpretation. The whole scheme of research methodology revolves around the analytical interpretation of the reality of the methodological approach to deal with the situation is meaningless, unless it moves in the path of allotment of mathematical digits for the purpose of analysis and interpretation. The data was studied from as many angles as possible as to explore the new facts, and findings where analysis requires an alert, flexible and open mind.

Analysis of bare necessity for the purpose of thinking in terms of significant tables that the data permits to examine carefully the statement of the problem and earlier analysis and to study the original records of the data, to get away from the data by making various statistical techniques. So, the inherent problem for, statistical calculation is necessary for interpretation purpose which facilities the stream of analysis of collected raw data and to formulate them in orderly manner and to put them in such a way that on the basis of analysis of data, it reflects a vast area of knowledge. In the present study, researcher has taken the research on educational anxiety of secondary school students in relation to their time management competency. In order to find the level of educational anxiety and time management competency, percentage of students falling in different levels were calculated. To assess the extent of relationship of

educational anxiety and time management competency, product moment correlation was calculated.

The data analysis, result and interpretation of findings have been presented as follows:

3.1 Results pertaining to the level of educational anxiety of secondary school students.

3.2 Results pertaining to the levels of time management competency of secondary school students.

3.3 Results pertaining to the difference in educational anxiety of secondary school students with respect to gender.

3.4 Results pertaining to the difference in educational anxiety of secondary school students with respect to locality.

3.5 Results pertaining to the difference in time management competency of secondary school students with respect to gender.

3.6 Results pertaining to the difference in time management competency of secondary school students with respect to locality.

3.7 Results pertaining to the relationship between educational anxiety and time management competency of secondary school students.

3.1 Result pertaining to the level of educational anxiety among secondary school students

The first objective of the study was to find out the level of educational anxiety among secondary school students. The result obtained has been presented in the following table:

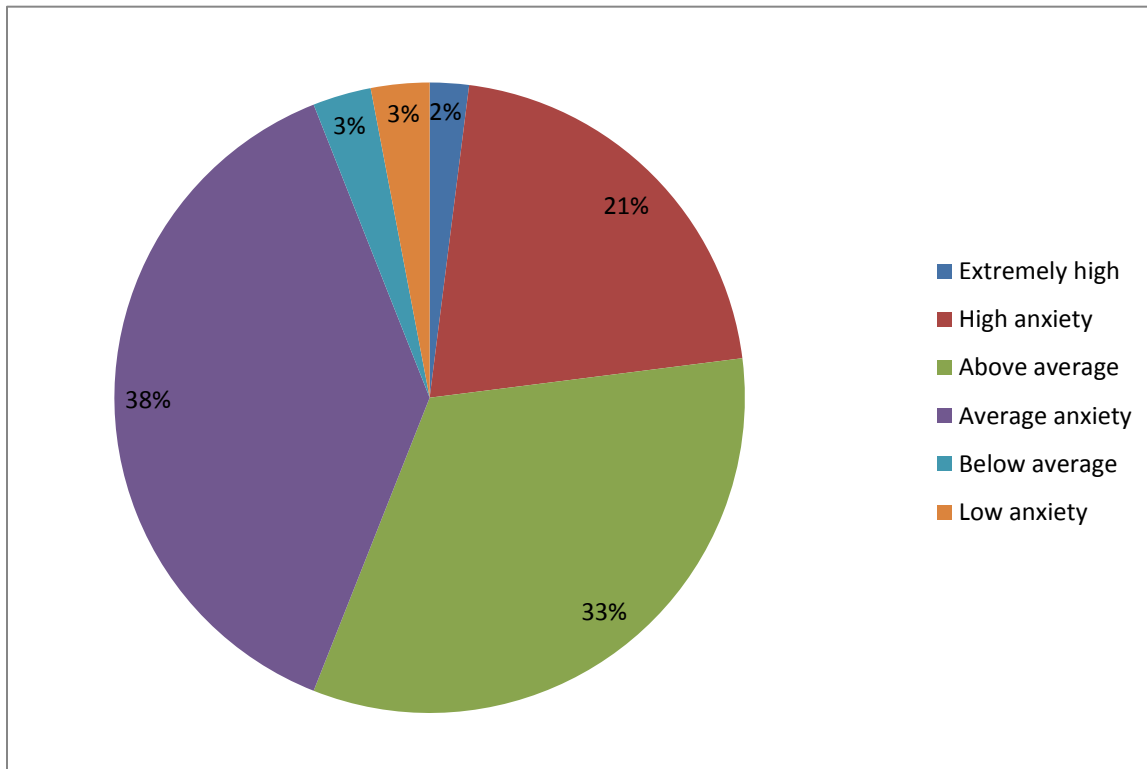
Table 3.1

Levels of Educational anxiety (EA) among secondary school students

| S. No | Level of EA | Percentage | Scores |
|-------|-----------------|------------|----------------|
| 1 | Extremely high | 2 | 2.01 and above |
| 2 | High anxiety | 21 | 1.26 to 2.00 |
| 3 | Above average | 33 | 0.51 to 1.25 |
| 4 | Average anxiety | 38 | -0.50 to 0.50 |
| 5 | Below average | 3 | -0.51 to -1.25 |
| 6 | Low anxiety | 3 | -1.26 to -2.00 |

Graph 3.1

Levels of educational anxiety among secondary school students



Interpretation

The table 3.1 reveals that 2% of secondary school students have extremely high level of educational anxiety, 21% of secondary school students have high anxiety, 33% of secondary students have above average anxiety, 38% of secondary school students have average anxiety, 3% of secondary school students have below average anxiety, while 3% have low anxiety. From the data shown above it can be concluded that little difference is found in the high and above average anxiety level of students. However, a little less percentage of students show high level of academic anxiety and a very negligible number of students have shown low and below average educational anxiety. This study is in line with the findings of Trivedi (1995).

3.2 Result pertaining to the level of time management competency among secondary school students

The second objective of the study was to find the level of time management competency among secondary school students. The result obtained has been presented in the table shown below:

Table 3.2

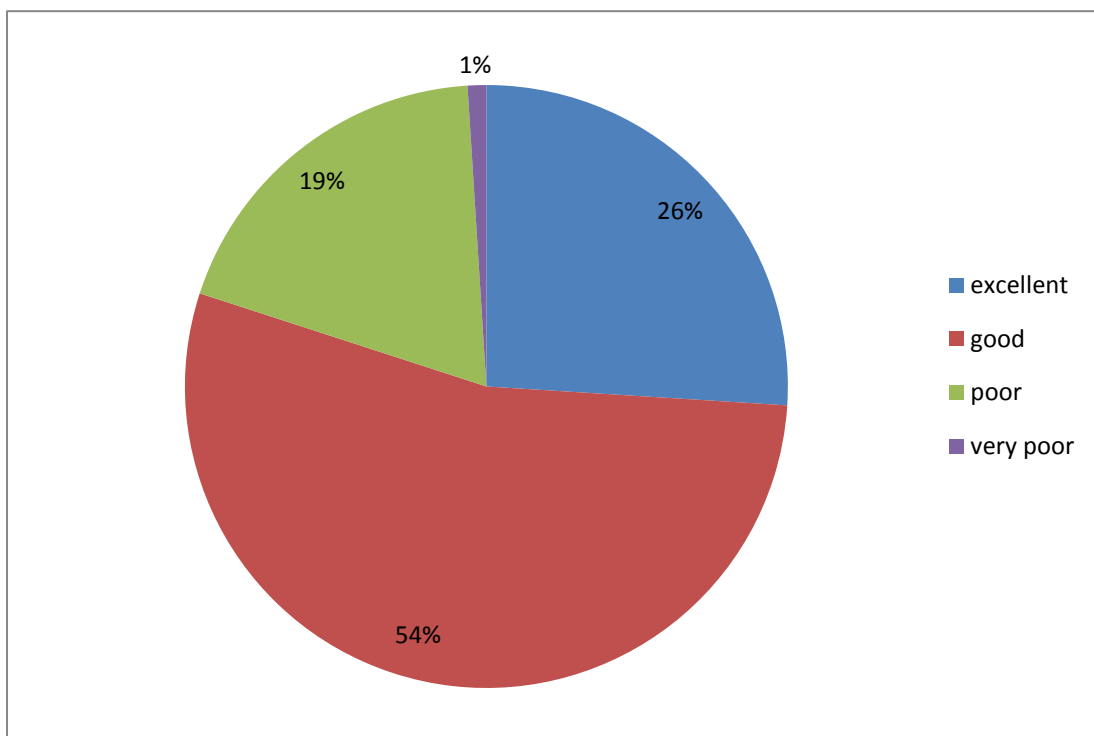
Levels of time management competency (TMC) among secondary school students

| S.No | Level of TM | Percentage | Scores |
|------|-------------|------------|--------------------|
| 1 | Excellent | 26 | Above 135 |
| 2 | Good | 54 | Between 90 and 135 |
| 3 | Poor | 19 | Between 45 and 90 |

| | | | |
|---|-----------|---|----------|
| 4 | Very poor | 1 | Up to 45 |
|---|-----------|---|----------|

Graph 3.2

Levels of time management competency among secondary students



Interpretation

The table 3.2 reveals that 54% of secondary school students have good time management competency, 26% of secondary school students have excellent time management competency while 19% of secondary school students have poor time management competency and 1% of very poor time management competency. That means average students have shown good time

management competency where as a few students have shown poor and excellent time management competency. Finding of this study has been supported by Yilmaz, Yoncalik and Bektas (2006). Accordingly, it is told that majority of students possess moderate level of time management competency and only a few students have possessed high level of time management.

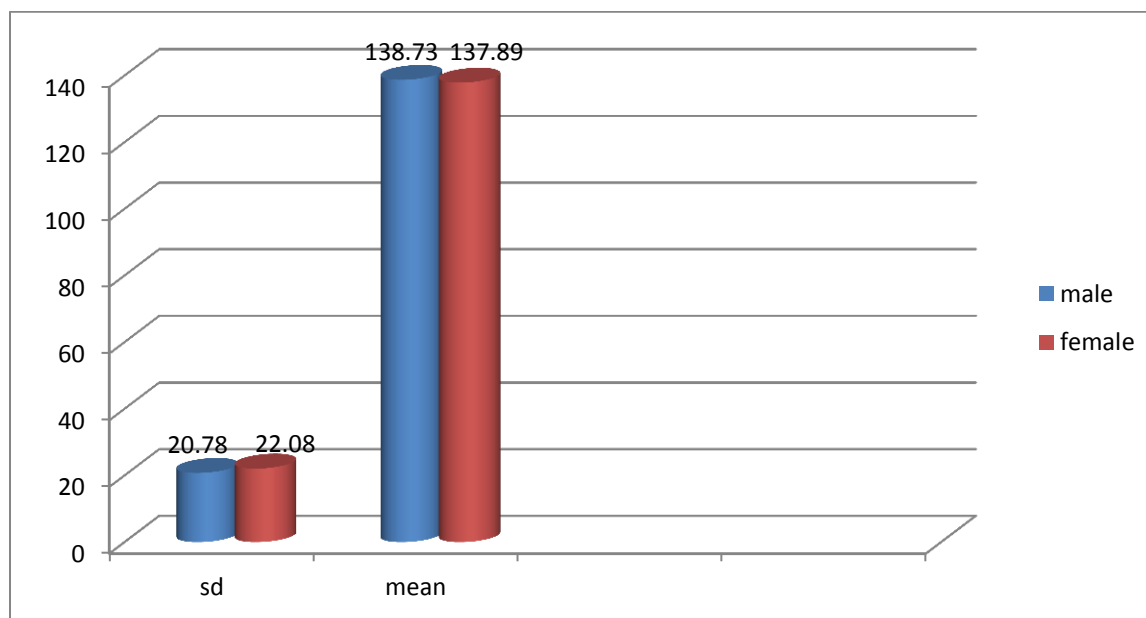
3.3 Result pertaining to the difference in educational anxiety of secondary school students with respect to gender

The third objective of the study was to analyze the difference in the educational anxiety of secondary school students with respect to gender. The result obtained has been presented in the table mentioned below:

Table 3.3
Difference between boys and girls secondary school students
in relation to their educational anxiety

| Gender | N | Mean | S.D | t-value | df | Result |
|--------|-----|--------|-------|---------|-----|---------------|
| Boys | 100 | 138.73 | 20.78 | 0.27 | 198 | Insignificant |
| Female | 100 | 137.89 | 22.08 | | | |

Graph 3.3
Mean and SD of boys and girls students
in relation to educational anxiety



Interpretation

Table 3.3 shows the mean difference between boys and girls students in relation to their educational anxiety. The table value reflects that the mean score of the boy's students are 138.73 and standard deviation 20.78. The mean of girl's students was 137.89 and standard deviation was 22.08. It is clear that t-value 0.27 is found insignificant at 0.05 level of significance. Therefore the null hypothesis (H3) is accepted. Meaning thereby, there is no significant difference between in educational anxiety of boys and girls secondary school students. The result of the present study is supported by Mohammadi et.al (2009). However, it is in contrast with the findings given by Razazadeh and Tavakoli (2009), Yu (2011), and Attari and Neelam (2013) which reported that the level of educational anxiety is more in girls than in boys.

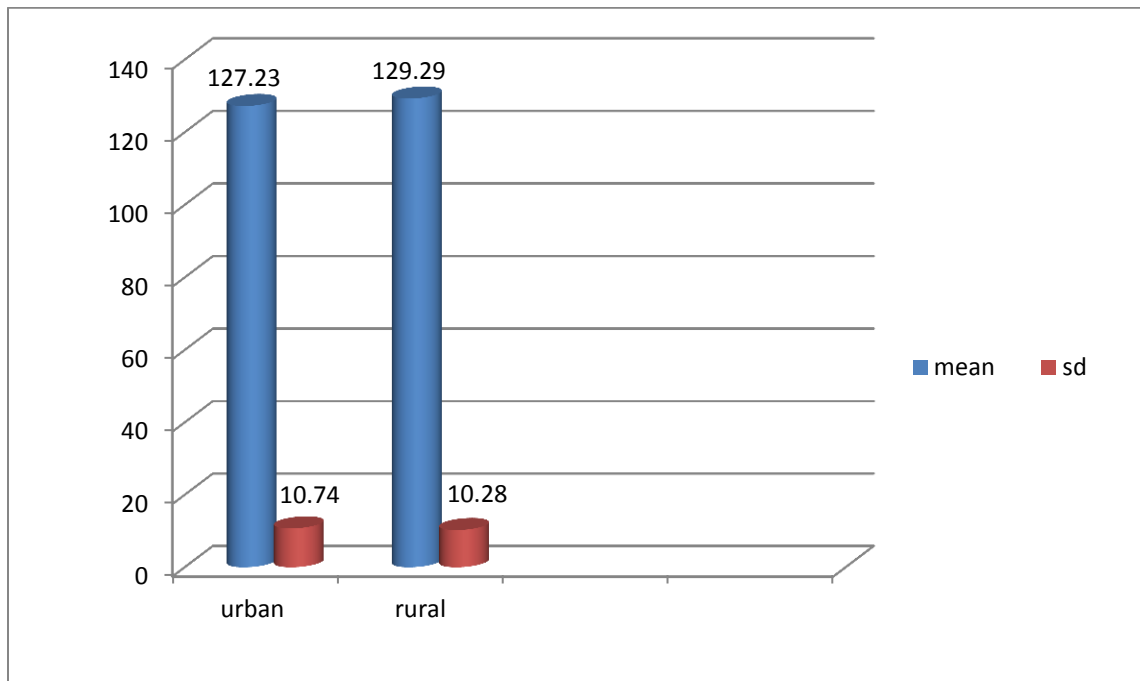
3.4 Result pertaining to the difference in educational anxiety of secondary school students with respect to locality

The third objective of the study was to analyze the difference in the educational anxiety of secondary school students with respect to locality. The result obtained has been presented in the table mentioned below:

Table 3.4
Difference between urban and rural secondary school students
in relation to their educational anxiety

| Group | N | Mean | S.D | t-value | df | Result |
|-------|-----|--------|-------|---------|-----|---------------|
| Urban | 100 | 127.23 | 10.74 | 0.48 | 198 | Insignificant |
| Rural | 100 | 129.29 | 10.28 | | | |

Graph 3.4
Mean and standard deviation of urban and rural students
in relation to educational anxiety



Interpretation

Table 3.4 shows the mean difference between urban and rural students in relation to their educational anxiety. The table value reflects that the mean score of the urban students are 127.23 and standard deviation is 10.74. The mean of rural students was 129.29 and standard deviation was 10.28. It is evident from the table that t-value 0.48 is insignificant at 0.05 level of significance. Hence, the null hypothesis (H4) is accepted. Meaning thereby, there is no significant difference in the educational anxiety of boys and girls secondary school students. Both the rural and urban students have shown equal anxiety in the field of academics. This may be due to the changing demands of time which makes even the rural people equally conscious about their academic achievement.

The findings of this study is in line with Das at el. (2014), whereas it is in sharp contrast to the findings of Sridevi(2012), which stated that rural students have more educational anxiety in comparison to their urban counterparts.

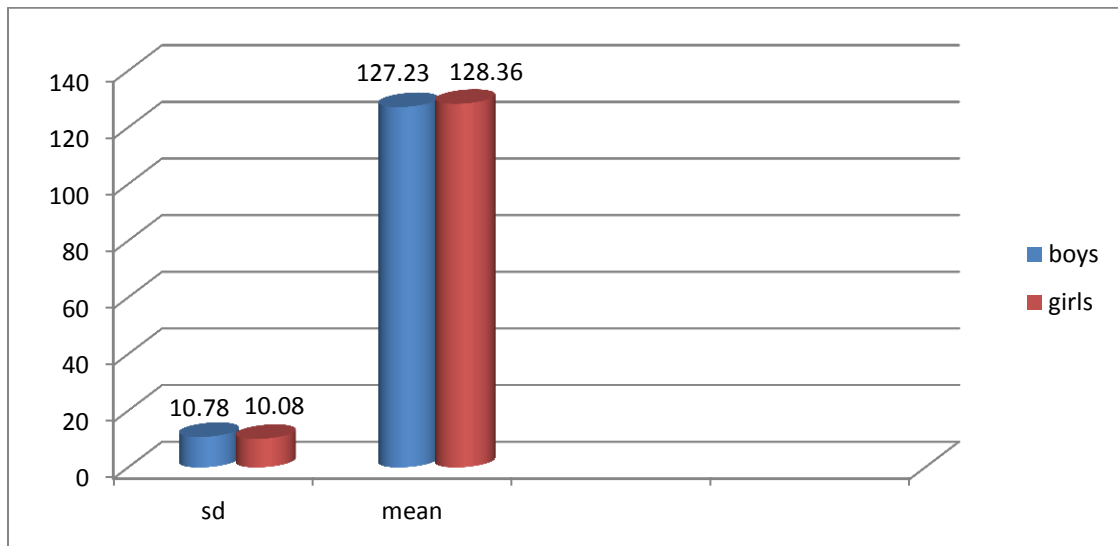
3.5 Results pertaining to the difference in time management competency of secondary school students with respect to gender

The fourth objective of the study was to analyze the differences in the educational anxiety of secondary school students with respect to gender. The result obtained has been presented in the table shown below:

Table 3.5
Difference between boys and girls secondary school students
in relation to their time management competency

| Gender | N | Mean | SD | t-value | df | Result |
|--------|-----|--------|-------|---------|-----|---------------|
| Boys | 100 | 127.23 | 10.78 | 0.35 | 198 | Insignificant |
| Girls | 100 | 128.36 | 10.08 | | | |

Graph 3.5
Mean and standard deviation of boys and girls students
in relation to time management competency



Interpretation

Table 3.5 shows the mean difference between boys and girls students in relation to their time management competency. The table value reflects that the mean score of the boys' students is 127.23 and standard deviation is 10.78. The mean of girls' students is 128.36 and standard deviation is 10.08. The t-value 0.35 is found insignificant at 0.05 level of significance. Therefore, the null hypothesis (H₅) is accepted. Meaning thereby, there is no significant difference in the time management competency of boys and girls secondary school students. This may be due to the fact that both boys and girls expected to excel academically and this may motivate them to manage their time competitively.

3.6 Results pertaining to the difference in time management competency of secondary school students with respect to locality

The fourth objective of the study was to analyze the differences in the time management competency of secondary school students with respect to locality. The result obtained has been presented in the table mentioned below:

Table 3.6

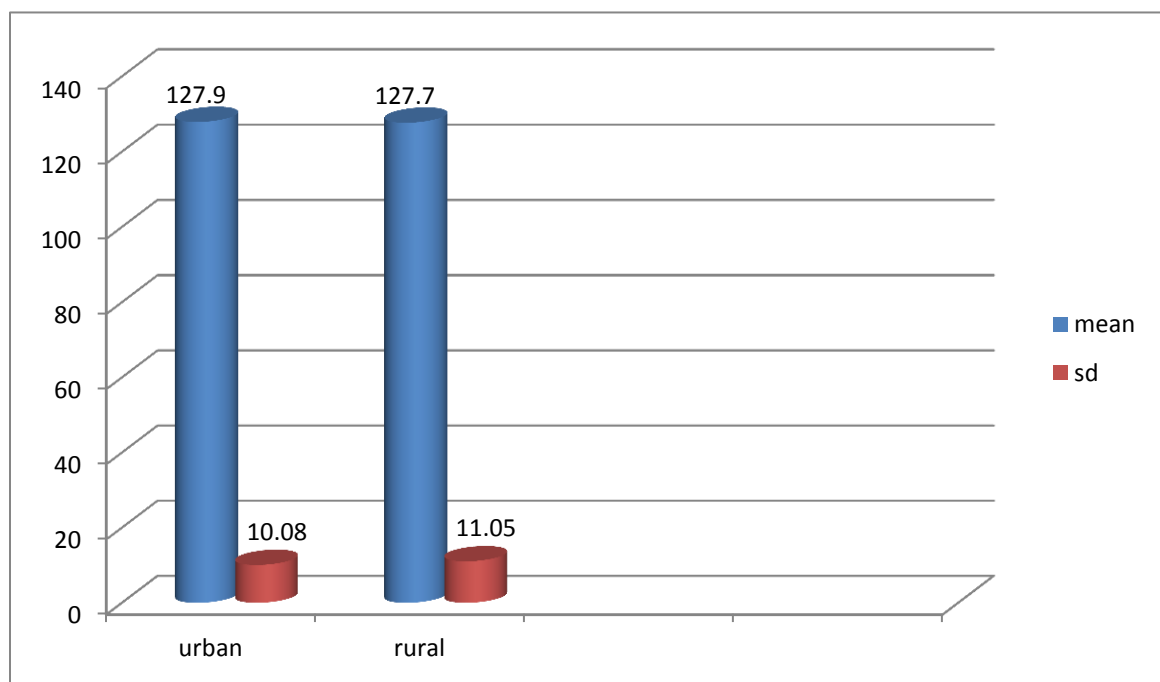
Difference between urban and rural secondary school students

in relation to their time management competency

| Group | N | Mean | Std. Deviation | t-value | df | Result |
|-------|-----|-------|----------------|---------|-----|---------------|
| Urban | 100 | 127.9 | 10.08 | 0.85 | 198 | Insignificant |
| Rural | 100 | 127.7 | 11.05 | | | |

Graph 3.6

Shown mean and standard deviation of urban and rural students in relation to educational anxiety



Interpretation

Table 3.6 shows the mean difference between urban and rural students in relation to their time management competency. The table value reflects that the mean score of the urban students are 127.9 and standard deviation is 10.08. The mean of rural students is 127.7 and that of standard deviation is 11.05. The t-value 0.85 is found to be insignificant at 0.05 level of significance. Therefore, the null hypothesis (H₆) stating that there is no significant difference in the time management competency among secondary school students with regard to their locality is accepted. Meaning thereby, there is no significant difference in the time management competency of urban and rural secondary school students. This may be due to the fact that both rural and urban may motivate them to manage their time competitively.

3.7 Result pertaining to the relationship between educational anxiety and time management competency of secondary school students

In order to study the relationship between educational anxiety and time management competency among secondary school students, scores of educational anxiety and time management competency were tabulated and interpreted in the light of the following:

Table 3.7

**Relationship between educational anxiety and time management competency
among secondary school students**

| Category | N | Mean | SD | <i>r</i> | Remarks |
|----------|-----|--------|-------|----------|----------------------|
| EA | 100 | 138.73 | 20.78 | 0.22 | Positive correlation |
| TM | 100 | 137.89 | 22.08 | | |

Interpretation

It is revealed from the table 3.7 that the correlation between educational anxiety and time management competency among secondary school students is found to be 0.22. This shows that there is a positive relationship between educational anxiety and time management competency.

It is revealed from the table that the mean score and standard deviation for educational anxiety is 138.73 and 20.78 respectively, and for time management competency it is 137.89 and 22.08 respectively. After calculating the mean and SD, the coefficient correlation was calculated to find out the relationship among the dependent and independent variables. The value of the correlation is found to be 0.22 at 0.05 level of significance. Thus the hypothesis stating that there exists no significant relationship between educational anxiety and time management competency is rejected. From the above findings it can be concluded that there exists a positive relationship between educational anxiety and time management competency of secondary school students irrespective of their gender and locality.

CHAPTER 4

CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

4.1 Conclusion

Conclusion is the essential part of every study, as it provides a finishing touch and reviews the whole work in a critical manner. The investigator conducted a study on the educational anxiety among secondary school students in relation to their time management competency. In the light of the interpretation of the data, the investigator has to use all the care and caution in formulating the conclusions and generalizations. This is the final step of research that demands critical and logical thinking in summarizing the findings of the study and compares it with the hypotheses formulated in the beginning. The findings of the present study on the basis of the responses received from secondary school students of Punjab regarding educational anxiety and time management competency may be summed up thus:

1. The level of educational anxiety among secondary school students having extremely high educational anxiety were found to be 2%, 21% having high anxiety, 33% of having above average anxiety, 38% having average anxiety, 3% having below average anxiety, and 3% having low anxiety. So moderate level of anxiety are shown by majority of students.
2. The level of time management competency among secondary school students having good time management competency were found to be 54%, 26% having excellent time management competency, 19% having poor time management competency and 1% of having very poor time management competency. Majority of students have good time management competency.
3. There exists no significant difference between boys and girls secondary school students with respect to their educational anxiety. The female secondary school students have higher mean value. But the difference between boys and girls secondary school students with respect to their educational anxiety is found to be insignificant.

4. There exists no significant difference between urban and rural secondary school students with respect to their educational anxiety. Irrespective of their locality, secondary students exhibit equal level of educational anxiety.
5. There exists no significant difference in time management competency among boys and girls secondary school students. Both the sexes show equal competency in their time management skill.
6. There exists no significant difference in time management competency among urban and rural secondary school students. It indicates that locality is not a determining factor in deciding the time management competency of secondary students.
7. There exists a positive relationship between educational anxiety among secondary school students in relation to their time management competency.

4.2 Limitations

Research has always some limitations. This is mainly in the case of survey research studies which involves living beings behavior at the time of data collection. The present study has also a number of limitations. Such limitations of the study reduce reliability and validity of the study. The investigator has considered the following limitations in the present study:

1. Due to the shortage of time the investigator delimit her study to 200 secondary students; the study could have been useful if the size of the sample would be large.
2. Since the study was conducted on a small sample size, the findings of the study may suffer from broad generalizations.
3. The time constraint was also a limited factor in conducting the study.
4. During the data collection the researcher had to make repeated efforts to gather data from students because of examination.
5. The study could be taking in to account more variables other than educational anxiety and time management competency.
6. Questionnaires were only the source of data collection. Other useful methods could also be followed to make the study more authentic.

4.3 Suggestions

Research is a never ending process. Every investigator after completing his/her research becomes aware of the area in which further research is needed and naturally feels motivated to indicate the area which may be taken up for the research by the other investigators. The research by virtue of his/her experience in the field of the study offers the following suggestions for further research that could be undertaken by perspective researches:

1. The study can be extended to the entire state of Punjab.
2. The study can be extended to the national level.
3. The study can be extended to senior secondary and students and so also on university students.
4. The study could be carried out by taking more variables like academic achievement, locus of control, self esteem, home environment and school environment.
5. The study may be conducted by using other methodologies, population and settings.

4.4 Recommendations

1. To effectively manage educational anxiety, students can be helped by teachers, parents and educational administrators through the use of cognitive, affective and behavioral strategies.
2. The exam and test format should be flexible. The order of question in examination can proceed easy too hard. It helps in decreasing anxiety level and increasing time management competency which helps the student to finish the task very easily.
3. Teachers can teach students some anxiety management techniques, such as meditation and mindfulness intervention to manage their time effectively.
4. Teachers should cooperate with students to overcome the level of educational anxiety.
5. Teachers should give extra time to the below average students so that they can manage their time to accomplish school assignments.
6. Students should be interacted and motivated where they could be taught to control their anxiety and enhance their time management competency.

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