

**ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN
RELATION TO TIME MANAGEMENT COMPETENCY**

A Dissertation Submitted to the

School of Education

In partial fulfillment of the requirements of the award of the degree of

Master of Education

By

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DECLARATION

I do hereby declare that the dissertation entitled “**Academic Anxiety Among Secondary School Students In Relation To Time Management Competency**” submitted in partial fulfillment of the requirement for the award of the degree of M.Ed. 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 the award of any other degree or diploma of any university.

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CERTIFICATE

This is to certify that Ms. Manpreet Kaur has completed her dissertation entitled **“Academic Anxiety Among Secondary School Students In Relation To Time Management Competency”** under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.Ed. degree.

Dr.Nimisha Beri

Asst. Professor

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Date.....

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ABSTRACT

Tests and examinations at all stages of education, especially at higher education level have been considered 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 then students have less capacity to manage the task, time and other things. Anxiety is measured as a 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 the learning. In fact, anxiety might prevent learning or might also fuel it. High levels of academic anxiety can depressingly affect working memory (Owens, Stevenson, Hadwin, & Norgate, 2012).

In the present investigation aims at studying “Academic Anxiety among secondary school students in respect to Time Management Competency”. The present study mainly highlights the relationship between academic anxiety with relation to time management competency. It is a descriptive study. The sample of 480 secondary school students were chosen for the study, 240 students were taken from secondary school students of Jalandhar and other 240 secondary school students of Kapurthala district of Punjab. Stratified random sampling technique was used for selecting the students. In this study Mean, SD, T-test was used for analyzing the data.

To conduct the study the following objectives were framed: (i) To study the levels of academic anxiety among secondary school students; (ii) To study the levels of time management competency; (iii) To analyze the difference in academic anxiety and time management competency of secondary school students with respect to gender, type of school and locality; (iv) To analyze the relationship between academic anxiety and time management competency of secondary school students.

The conclusions of the study are as follows: Majority of the secondary school students have average level academic anxiety. Greater part of the secondary school students have good time management competency. There is no significant difference in academic anxiety of male and female, government and private, and urban and rural secondary school students. There is no significant difference in time management competency of male and female, government and private, and urban and rural secondary school students. There exists significant and positive

correlation between academic anxiety and time management competency of secondary school students.

On the basis of conclusions here some recommendations are given. (i) To effectively manage academic anxiety, students can be helped by teachers, parents and educational administrators through use of cognitive, affective and behavioral strategies. (ii) The exam and test format should be flexible. The order of question in exam can also be easy to hard. It helps in decreasing anxiety level and increasing time management competency which helps the student to finish the task very easily. (iii) Teachers can teach students some anxiety management techniques, such as meditation and mindfulness etc. (iv) Teacher should cooperate with students overcome the level of anxiety among students. (v) Teacher should give extra time for the task to the below average students so that they can manage the time easily. (vi) The students should be given interaction where they should be taught to control their anxiety, stress level along with proper management.

Keywords: Academic Anxiety, Time Management Competency, Secondary School Students.

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Chapter-1

THEORETICAL ORIENTATION OF THE PROBLEM

INTRODUCTION

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 student learn lots of things. Human being has unique attitudes, capabilities, interests and potentialities. They react in a unique manner in every situation. In the ladder of education from nursery to university education, the secondary level of education is important because this level provides the base for future education. The continuous pressure from outside the world over the abilities creates the causes like stress, restless and anxiety in the mind of individual.

Adolescence is the most important period of human's life. In the period of adolescence the individual have lots of interests. Life is divided into different transitional phase like childhood, adolescence, adulthood and old age. In the time of transitional phase there is number of changes occurring among the person's life like physical, psychological intellectual, verbal, social and emotional. The expectations of an individual become high from their family. The present age where a human being is surrounded by so many social complexities of life is very rightly called the age of anxiety.

Anxiety is taken from a Latin word —Anxieties which means to choke, throttle, trouble, upset and it includes behavioral, emotional and cognitive responses to perception of danger. It is considered excessive or pathological when it arises in absence of challenge or stress. According to Freud, "A feeling of imminent danger that can be based on objective, neurotic, or moral threats is called anxiety."

Anxiety is the body's way of telling that there is something in the environment in need of one's attention. It is basically a series of biochemical changes in the body. Anxiety is a state of emotional tension. It is an unpleasant condition of inner disorder. According to Webster (1956), anxiety is a painful uneasiness of the mind over an

unbending or anticipated ill. It is characterized with fear, feeling with guilt, insecurity and need of encouragement. Anxiety occurs when the needs of an individual ego are in danger.

Anxiety is not a bad thing but it is true that the high level of anxiety interferes with memory and concentration which creates academic stress. Without any kind of anxiety, most of the people have lack of motivation. Anxiety creates the motivation to write papers or do homework. A moderate amount of anxiety helps in academic performance. People facing anxiety may withdraw from situations which have provoked anxiety in the past. There are different types of anxiety. Generally anxiety can be a trait anxiety or a state anxiety.

Today, anxiety is a common phenomenon of everyday's life. It plays a crucial role in human life because all of us are the victims of anxiety in different ways (Goodstein and Lanyon, 1975). 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 serious 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 other physical weakness. It is caused by a different combination of factors, including changes in the brain and environmental stress. Other studies have shown that people with certain anxiety disorders have changes in certain brain structures that control memories linked with strong emotions. There are some symptoms behind anxiety like physical disturbance, excessive worry about health, money, family, work, school performance. Such kind of irritation, insomnia, tiredness, headaches, muscle tension, twitching and difficulty swallowing are the symptoms of anxiety.

In behavioral term Sarason (1980) defined anxiety as a conditioned response to a perceived threatening stimulus which could be learned or inherited. In a similar way, May (1977) viewed anxiety as a maladjusted behavior.

Benjamin (1987) noted that anxiety can interface with attention, learning and testing. Anxiety can also interface with learning in that anxious students are more easily

distracted by irrelevant aspects of the task at hand, having trouble in focusing on significant details.

ACADEMIC ANXIETY

Education and academic anxiety is a kind of anxiety which relates to the imminent danger from the environment of the educational institutions together with teacher and certain subjects like physics, chemistry, mathematics, history and English etc. It represents the mental sensitivity or such kind of distress. Academic anxiety is totally not a bad thing. However it is true that the high level of academic anxiety helps in academic performance. It creates the enthusiasm between the students. So, with this student can perform well in tasks. If academic anxiety is not properly addressed, it can have major serious reactions.

Cornell University state anxiety is similar to a envoy because it alarms the body when something is wrong or worth attention. Academic anxiety is a normal reaction to certain situations. Putnam (2010) defined academic anxiety as a complex psychological condition that affects various cognitive, behavioral, and psychological states. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more harmful over time. As a student's academic act suffers, the anxiety level related to certain academic tasks increases (Huberty, 2012).

Academic anxiety can become more harmful over time. Anxiety is appropriate and required, but when continues 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 or distress in response to a condition that is supposed negatively. In the view of Horney, anxiety is a dynamic centre of normal as well as abnormal personality. Generally speaking it is a feeling of diffuse unclear, discomfort, hesitation about threat of same values which the individual holds.

Anxiety amongst adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the youths under go feelings of anxiety at

some phase of their lives. Freud (Baldwin, 1967) described adolescence as a period of sexual excitement, anxiety and sometimes of personality disturbance. Adolescents often lack in academic motivation and performance, as their attention is divided among lot many things especially at creating an identity for themselves.

Today, many students suffer from school related anxiety. There are some researches which show the supportive role of academic anxiety but it has negative effects also. Not all data are in support of the negative effects of anxiety. Low self-concept, low level of self confidence and lack of motivation have been linked to higher levels of anxiety. Gail A. Bernstein (2000) showed that some symptoms were related

Anxiety, fear, worry and depression all are increased through higher levels of academic tasks. Higher levels of anxiety, depression, and worry can lead to lower academic performance and poorer working memory function. School tasks that involved more working memory are very much affected by anxiety and depression (Owens et al., 2012). Lower self-efficacy of students can lead to higher levels of anxiety (Ahmed, Minnaert, Kuyper, & Vander Werf, 2011).

Levlit (1953) considered anxiety as a dangerous signal felt supposed the conscious portion of the personality with or without replication. There are two type of anxiety. One is normal which is considered as a fear reaction to threats to personal values that the individual holds critical to his life as a personally. It can be considered normal if the danger can be coped with fruitfully on a conscious level. It can be successfully handled generally. The second type of anxiety is abnormal anxiety which is distinguished from 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 (3) Moral anxiety. There are some other different types of anxiety like existential anxiety, test anxiety, mathematical anxiety, stranger anxiety, social anxiety etc.

Anxiety is a response to perceived menace or danger. It reflects a fusion of biochemical change in our body. Anxiety is a 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 parenting factors together with parental rejection, lack of parental warmth, ruthless discipline. Academic anxiety has so many different potential causes and degree of intensity that it is difficult to describe concretely.

Academic anxiety is not a poison as without any anxiety, most of us would lack the motivation to study for exams, write papers or do daily task or homework. According to Putwain (1997) academic anxiety is a form of social assessment anxiety experienced by individuals in the judgment environment. Yousefi et al. (2010) determined the relationship between test- anxiety and academic. A sensible amount of anxiety in fact helps in academic performance as it cultivates motivation. Academic anxiety needs to be properly addressed otherwise it can have grave and long lasting consequences like causing a student to push back, achieve poorly on school work, fail classes and pull out from socializing with peers and have difficulty if carrying activities that interest him.

According to Montana State University academic anxiety affects students during school-related situations and affected individuals in general develop the problem due to developmental issues or their educational, family or genetic history. Srivastava (1988) studied on academic anxiety in adolescent boys and girls in relation their self concept, achievement motivation and performance. Hancock (2001) concluded that less motivation in classrooms is shown by the students with high level anxiety as compared to students with low level anxiety. Pomerantz et.al, (2002) studied the anxiety and academic achievement among girls and boys and found that girls out performed boys across all four subjects but were more anxious than boys were.

P. Viswanatha Reddy and Dr. Srikantha Reddy (2004) in an article stress and coping strategies in children analyzed that the children at primary level face anxiety in educational and social areas. Children at high school level face more pressure in psychological and physical areas. Trivedi (2004) conducted a study on anxiety level and academic achievement of under graduate students. The investigator found inverse relationship between the anxiety level and academic achievement among the female

students. Ojha (2005) conducted a study and found 25% boys have extremely high anxiety than 6.7% girls have high academic anxiety. The occurrence of academic anxiety has been acknowledged by students.

Ohayed (2005) conducted study to examine the relationship between academic achievement, anxiety and self esteem on a sample of 400 male and female college students. The findings of the study stated the positive correlation of academic achievement with both anxiety and self esteem. Similarly Saini (2005) studied school environment, academic achievement and anxiety among adolescent children. The objectives of this study were to study and find out the difference in the school environment and academic achievement in relation to academic anxiety. The findings of the study stated the positive correlation between academic achievement, anxiety as well as school environment.

Academic anxiety also creates the behavior disorder. It is related to some bad habits or learning disabilities which increase the stress and depression also. Anxiety and depression occur together about 50–60% of the time. When both anxiety and depression are present, there is a higher likelihood of suicidal thoughts, although suicidal attempts are far less frequent. Swan and Howell (1996) conducted a study to determine how test anxiety affects students with learning disabilities and behavior disorders. In this study, researchers worked with 82 students in eighth through twelfth grade. All students in the study had learning disabilities; 61 also had behavior disorders, and 39 also had attention deficit disorder. Sansgiry and Kaviat (2006) found academic anxiety as a situation-specific trait which refers to the anxiety state and worry conditions that are veteran during tests or examinations.

Academic anxiety among students has been a topic of discussion amongst researchers. Some researchers from the 1950s indicate a negative correlation between anxiety and academic performance but other research did not support the correlation. Anxiety Sood (2006) investigated a relation between academic anxiety and academic achievement. The tools used were sources of academic stress. The study concluded positive correlation between academic anxiety and academic achievement. Similarly

Nicholson (2009) conducted a study to search the effects of test anxiety on student achievement of grade 11 students and discovered that anxiety and achievement are correlated with each other.

Gaudry and Spielberger (1971) discussed that high test anxiety is measured as one of the main factor for low performance of students. They showed the test anxiety differences in boys and girls in relation to their academic achievement. They observed that the relationship between anxiety and achievement is equally stronger for two sexes and relationship in both variables were highly positive because of complex situational factors. Trivedi (1995) attempted to study the anxiety level and academic achievement of undergraduate students. Khalid and Hasan (2009) conducted a study on a purposively selected sample of 187 undergraduate students to explore the relationship between test anxiety and academic achievement and found that students with academic achievement have low test anxiety scores.

Academic anxiety amongst adolescent boys and girls is common and natural. Sibnath Deb (2010) studied the academic anxiety level among high school students in India with comparisons based on gender, school type, social strata and perceptions of quality time with parents. They found no difference in anxiety on all these traits. He showed that the average level of academic anxiety is very common in boys and girls.

In India, the main documented cause of academic anxiety among school going children is 'Parents high expectations'. There are lots of pressure is bearing by the students. In India, this is amplified in secondary school where all 16 year old children attempt the class X board examination. Results of secondary examination are vital for individuals since this is the main determining criteria for future admission to a high quality senior secondary school and a preferred academic stream. Gupta (2003) explored the causes of basic academic pressure burdening the school going adolescents. Results showed that academic anxiety was caused due to examination system, burden of homework or attitudes of parents. Chen (2012) conducted a study on the relationship between test question order and anxiety and found students were indulged in high level of anxiety.

Bryme (2000) conducted a study on anxiety, depression and coping strategies in adolescents. Results suggested that males present significant decrease of anxiety and fear in 12th grades instead of girls who show increase in anxiety and by this time both males and females use different coping strategies in order to deal with fear and anxiety.

Sahukar (2012) studied on academic anxiety of urban and rural adolescent girls in relation to their socio-economic status. He found that academic anxiety of adolescent girls is affected by their social economic status. Academic anxiety of rural adolescent girls is effecting by their social economic but total groups were showing the relationship at very low level between social economic status and academic.

Attri (2013) conducted a study with a view to find out the academic anxiety and achievement level of secondary school students. It was hypothesized that there exists a significant difference in academic anxiety and achievement level of male and female secondary school students. For verification of these hypotheses, the data was collected from 200 secondary school students and results revealed that there exist significant difference in academic anxiety and achievement of male and female secondary school students. The study revealed that the girls are more academically anxious and had better achievements than boys.

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 evenly distributed among all weather one is a Prime Minister of a country or a common citizen. Everybody has got a day of twenty four hours.

Time management competency is a collection of related knowledge, skills, and attitudes that affects a major part of one's job. It is a course of scheduling and exercising control over the amount of time spent on specific task or 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 organized workplace, and the apparent control of time. These 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.

Tulga (1979) and Sheridan (1980) premeditated short-term time-management practices by testing graduate students and faculty on a time-management computer game. In order to utilize time effectively, individuals must first be able to predict how much time is needed for the activity (Kelly, 2002). When the individual clearly knows what they want to do, what they need to do, and for which explicit end date, they can become successful in using their time. Individuals need to become more regimented in their use of time by establishing preferences and reducing distractions from situations and as well as from others (Soucie, 1986).

The most common term in time management for students are time-on-task or engaged time available time, engaged 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 the student is actively involved. 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.

Time management includes various skills like goal setting, planning, prioritizing, decision-making, setting up and proficiency. George and Jones, (2000); Ancona et al., (2001); Wright, (2002) discussed the need for better incorporating time. The increasing salience of time is reflected in theoretical as well as practical Publications models and research designs. Time management competency refers to a range of skills, tools and

techniques used to manage time when completing particular tasks, projects, and goals adhering with a due date. A time management competency is not concerned to just occupation activities, but embrace personal activities as well.

Time management system is a planned blend 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 the traits and abilities required for success job. Time management competency refers to managing time successfully i.e. the right time is owed to the right activity. Effective time management helps individuals allocate specific time slots to activities 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 Aharon, (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 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 the tasks, assigns priorities to tasks. Control over time and spent it into carefully give lots of benefits. Hellsten (2005) focused on the lack of a theoretical model of time management. There has been no available psychometric review or judgment of these instruments for assessing standard time management. Kayode (2007) and Bello (2008) both agree that the term time management is a misnomer. Most literatures analyzed agree on the nature of the concept of time management. According to them, one cannot manage time. One can only manage the events in one's life in relation to the time available. One's used time depends on the skills learned through self analysis, planning, evaluation, and self-control.

Time management is also occasionally referred to as 'self-management' or 'independent working'. It is mainly significant for regulate jobs because an individual have greater level of responsibility. Competency in time-management helps in personal development. It includes finding an appropriate work-life balance and demonstrating self-

motivation, time and project management. Time management competency removes stress, anxiety as well as depression. It creates the balance between academic careers and personal responsibilities. Time-management competency focuses on independent, self-directed work and project management. Kearns & Gardiner, (2007); Swart et al., (2010); Van Der Meer et.al., (2010) identified the studies that utilized a study full calculation of time management. They showed about time that it is a priceless resource and continues to pass by without coming back.

Time management competency includes the managing of work. According to the dictionary of Harvard 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. Dr. Oluseyi A. Shadare (2009) investigated the influence of time management style on conflict resolution successfulness in work organizations in South-Western Nigeria. Shellenbarger, (2009) and Mercanlioglu, (2010) concluded those who cannot perform the necessities of time management effectively in their personal and business lives will result in failure and sadness.

1.2 SIGNIFICANCE OF THE STUDY

In the process of education academic anxiety is not a common term. Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious and nervous, before taking a test or making an important decision. Anxiety makes the person stressful. Anxiety is one of the most common psychological disorders in school-aged children and adolescents (Costello, Mustillo, Erkanli, Keeler & Angold, 2003). The occurrence rates range from 4.0% to 25.0%, with an average rate of 8.0% (Bernstein & Borchardt, 1991; Boyd, Kostanski, Gullone, Ollendick & Shek, 2000). These figures could be underestimated since anxiety among a large number of children and adolescents goes undiagnosed due to the internalized nature of its symptoms (Tomb & Hunter, 2004). Anxiety is associated with considerable negative effects on children’s social, emotional and academic achievement (Essau, Conradt & Petermann, 2000). It leads to poor social

and coping skills, often leading to avoidance of social relations (Albano, Chorpita & Barlow, 2003; Weeks, Coplan & Kingsbury, 2009), loneliness, low self-esteem, perceptions of social rejection, difficulty forming friendships (Bokhorst, Goossens & De Ruyter, 2001; Weeks et al., 2009), avoidance, decreased problem-solving abilities, and lower academic achievement (Donovan & Spence, 2000; McLoone, Hudson & Rapee, 2006; Rapee, Kennedy, Ingram, Edwards & Sweeney, 2005). Anxiety is measured to be a universal occurrence existing across cultures (Good & Kleinman, 1985; Guarnaccia, 1997). Be it about self, career, academics or any other issue, the youths experience feelings of anxiety.

Anxiety is measured as an 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 the learning. In fact, anxiety might prevent learning or might also fuel it. High levels of academic anxiety can depressingly affect working memory (Owens, Stevenson, Hadwin, & Norgate, 2012).

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 managing skills. Time management overcomes burden of completing the work within the allotted time. Student have competency to handle the pressure of pending works and present assignments on time.

Time management allows students to be free from all type stress and actually increases output and performance of the work. It also handled the academic anxiety and reduces its effects. Effective time management lowers frustration, anxiety and academic stress. Hence teachers, principals and counselors should arrange for time management seminars to improve academic success of students.

In present era time management competency play a vital role in education. It reduces the work load, work stress, anxiety and tiredness among the students. Many

researchers studied on time management competency is relation to many variables like stress tolerance, managing work and task performance but not with academic anxiety. It is essential because time management competency helps to developing the managing skills. This study is an effort to going to academic anxiety among secondary school students in relation to their time management competency. It is very important to know the role of time management in school students which will helps to reduce the problem of academic anxiety as well as other major issues.

1.3 STATEMENT OF THE PROBLEM

Academic anxiety among students can be overcome if the time management competency will be good. Therefore the present study is stated as, “ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO TIME MANAGEMENT COMPETENCY.”

1.4 OPERATIONAL DEFINITION OF TERMS

1.4.1 ACADEMIC ANXIETY

Anxiety is defined as —a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill (Merriam-Webster, 2012). Academic anxiety is a situation specific form of anxiety related to the academic process and work. Academic anxiety includes not anxiety during test, but also anxiety felt by students about certain subjects in common. For the present study academic anxiety is the measure on the scale of academic anxiety by A.K.Singh and A.Sengupta.

1.4.2 SECONDARY SCHOOL STUDENTS

Secondary school students for the present study were the students studying in 9 standard of schools affiliated to PSEB (Punjab School Education Board).

1.4.3 TIME MANAGEMENT COMPETENCY

Time management competency is a process of planning and exercising control over the amount of time spent on specific task, activity or work. For the present study

time management competency is the measure on the scale of time management competency by D.N.Sansanwal, Meenakshi Parashar.

1.5 OBJECTIVES OF THE STUDY

1. To explore the levels of academic anxiety among secondary school students.
2. To study the time management competency of secondary school students.
3. To analyze the difference in academic anxiety and time management competency of secondary school students with respect to gender, type of school and locality.
4. To find out the relationship between academic anxiety and time management competency of secondary school students.

1.6 HYPOTHESES OF THE STUDY

1. There exists no significant difference in academic anxiety of male and female secondary school students.
2. There exists no significant difference in academic anxiety of government and private secondary school students.
3. There exists no significant difference in academic anxiety of rural and urban secondary school students.
4. There exists no significant difference in time management competency of male and female secondary school students.
5. There exists no significant difference in time management competency of government and private secondary school students.
6. There exists no significant difference in time management competency of rural and urban secondary school students.
7. There exists no relationship between academic anxiety and time management competency of secondary school students.

1.7 DELIMITATIONS OF THE STUDY

1. Keeping in view the paucity of resources and time, study was limited to only two districts (Jalandhar and Kapurthala) of Punjab state.

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2. The study was confined to students studying in 9th standard only.

CHAPTER-2

METHODOLOGY

Methodology is the systematic, theoretical analysis of the methods applied to a field of study, or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It, typically, encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques.

A methodology does not set out to provide solutions but offers the theoretical underpinning for understanding which method, set of methods or called “best practices” can be applied to a specific case. Methods selected should be appropriate to the problem under investigation, feasible, well planned and well understood.

Research methodology involves the systematic procedure by which the researcher starts from the initial identification of the problems to its final conclusions. The role of methodology consists of procedures and techniques by which the research problem is attacked. The method of investigation employed in the present study is descriptive survey method.

The present chapter deals with the plan and method of investigation. It gives a brief description of the sample, tool used for the collection of data and techniques employed for its analysis.

2.1 RESEARCH METHOD

Method 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 the systematic way of solving problem. It is an orderly arrangement of parts and steps to accomplish an end. A set of prescribed action or events must be enacted or have taken place in order to achieve certain result. Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, the present study has employed Descriptive Survey Method. The descriptive

research method has undoubtedly been the most popular and widely used research method in education.

Descriptive research studies are designed to obtain pertinent and precise information concerning from the discovered. It helps to explain educational phenomena in terms of the conditions or relationships that exists, opinions that are held by the students, teachers, parents and experts and processes that are developing. At times descriptive survey is the only means through which opinions, attitude, suggestions for improvement of educational practices and instructions and other this used data can be obtained. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomena being studied. The present study was conducted to find out the “Academic anxiety among secondary school students in relation to time management competency”.

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. Some populations are so large that their study would be expensive in terms of time, money, effort and man-power. 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 stratified, purposive sampling, incidental sampling, quota sampling and random sampling. Among these methods, random sampling is considered as the best it is unbiased and sample is selected randomly. For the present study stratified random sampling was used.

2.2.1 SAMPLING FRAME

The present study is from the state of Punjab, which consists of two districts one is Jalandhar and the second one is Kapurthala. The schools from which the subjects were

selected were government and private. The principal reason for selecting the above categories of schools was that these students represent more adequately the general secondary students of Punjab.

2.2.2 SAMPLING SIZE

For the present study 480 secondary school students were taken as subjects, out of which 240 were chosen from Jalandhar and 240 from Kapurthala's secondary schools, 120 each from rural and 120 from urban schools. Further 60 each from government and 60 private schools. Further data is divided into male and female.

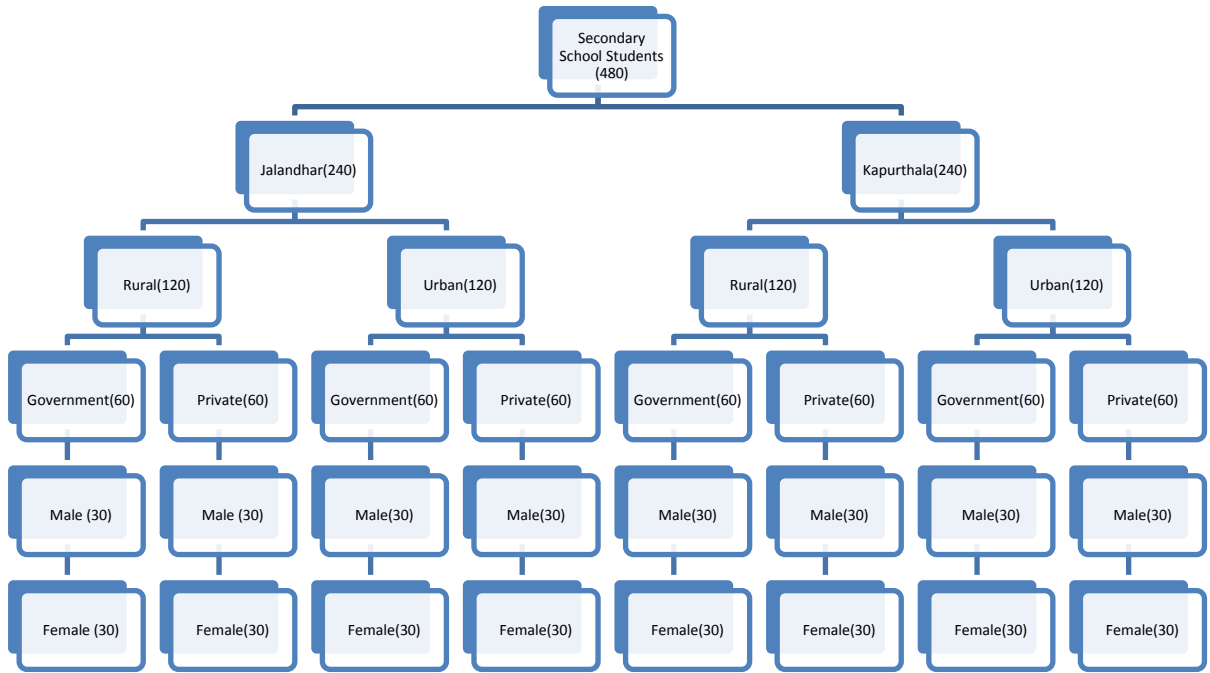


Figure 2.1: Sampling Frame

2.2.3 SAMPLE LIST

TABLE 2.1 List of Schools

Sr. No.	Name of the School	District	Locality	Type of School	No. of Students
1.	Govt. Girls. Sr. Sec School Bhogpur	Jalandhar	Urban	Government	30
2.	Govt. Sr. Sec School (Boys) Bhogpur	Jalandhar	Urban	Government	30
3.	Sri Guru harkrishan Public School Bhogpur	Jalandhar	Urban	Private	60
4.	Govt. Sr. Sec. School KalaBakra	Jalandhar	Rural	Government	60
5.	Guru Nanak Mission School Dalla	Jalandhar	Rural	Private	60
6.	Govt. High School Akbarpur Block Bholath	Kapurthala	Urban	Government	60
7.	Mandi Harding Ganj High School Kapurthala	Kapurthala	Urban	Private	60
8.	Govt. Girls. Sr. Sec. School Begowal	Kapurthala	Rural	Government	30
9.	Govt. High School Barilal	Kapurthala	Rural	Government	30
10.	Guru Nanak Model High School	Kapurthala	Rural	Private	60

2.2.4 SAMPLING TECHNIQUE

Stratified sampling technique was used for the present study.

2.3 TOOLS USED FOR THE STUDY

In the present study following tools were used:-

1. Academic Anxiety Scale for children by A.K.Singh, Dr.A.Sen Gupta (2013).
2. Time Management Competency scale by D.N.Sansanwal, Meenakshi Parashar (2007).

2.3.1 ACADEMIC ANXIETY SCALE FOR CHILDREN BY A. K. SINGH , DR. A. SEN. GUPTA (2013)

2.3.1.1 Description of the scale

The Academic Anxiety Scale has been developed for use with school students of class VII, IX and X (age range; 13-16 years). The preliminary form of the Academic Anxiety Scale for children has 30 items. After carrying out item analysis based upon Kelley technique (1939), only 20 items were retained and the remaining 10 were dropped.

2.3.1.2 Instructions for the subject

Following steps will be useful in the administering the Academic Anxiety Scale for children (AASC)-

1. All the students should be asked to sit comfortably and rapport should be established with brief general talks with the pupils.
2. Instructions printed on the test should be read by the researcher and the students should also read it silently.
3. If there is any confusion regarding the instruction, they should ask by raising their hand. There is nothing wrong or right in the answer.

4. There is no fixed time limit for the test. But ordinarily the pupil takes 10 to 15 minute's time in completing the test.
5. The researcher should assure the students that their answers would always remain confidential. He must make every effort to secure the sincere co-operation from the students.
6. As soon as the pupils finish their work, test-materials should be collected.

2.3.1.3 Scoring

The maximum possible score of this test is 20. In Academic Anxiety Scale for children, each item is scored as either +1 or 0. There are two types of items- positive and negative. All positive items which are endorsed by the subjects as 'Yes' and all negative items no. 4, 9, 16, 18 which are endorsed by the subjects as 'No' are given a score of +1. A score of zero is awarded to all other answers. Thus, high score on the test indicates high academic anxiety and low score on the test indicates low academic anxiety.

TABLE 2.2 Showing Positive and Negative Items

Statements	Yes	No	Item wise serial no.	Total
Positive	1	0	1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 19, 20	16
Negative	0	1	4, 9, 16, 18	04
			TOTAL	20

2.3.1.4 Reliability

The reliability of the AASC test was computed through the two methods, that is, test- retest method and the split- half method. In order to compute the test- retest reliability, the test was administered twice on a sample of 100 pupils with 14 days gap. Subsequently Pearson r was computed between the two sets of scores. The obtained Pearson r was 0.60 which was significant beyond .01 levels. For the split half reliability of the test, it was administered on a fresh sample of one hundred. Subsequently the test was split by the odd even method. The resulting odd-even correlation coefficient was 0.433 which, after being corrected for full length, became 0 .65.

2.3.1.5 Validity

The present test AASC has been validated against the Sinha-anxiety test. Neuroticism scale of MPI and CAAT. Former two tests are the measures of general anxiety and the latter intends to measure academic anxiety among school children.

2.3.2. TIME MANAGEMENT COMPETENCY SCALE BY D. N. SANSANWAL AND MEENAKSHI PARASHAR (2007)

2.3.2.1 Description of the scale

Time Management Competency 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 the pre-determined objectives/ goals/ aims can be achieved efficiently. Time Management is comprised of four steps. These are Planning, Organizing, Leading, Evaluating. These steps formed the basis of developing the time management competency scale. In this scale 36 statements are available. The statements are in Hindi language. Corresponding to each statement, five alternatives are given. These alternatives are: Always, Frequently, Sometimes, Rare and Never. The students are asked to read each statement carefully and think to what extent they agreed or disagreed or undecided with the statement.

Table 2.3 Items related to each dimension

Sr. No.	Steps of Time Management	Item no. serial wise	Total no. of statements
1.	Planning	4, 5, 8, 14, 17, 20, 21, 23, 26, 27, 31, 35	12
2.	Organizing	3, 12, 13, 15, 16, 25, 29, 30, 33	09
3.	Leading	1, 2, 7, 10, 11, 18, 22, 24, 34, 36	10
4.	Evaluation	6, 9, 19, 28, 32	5
		TOTAL	36

2.3.2.2 Administration

There was no time limit but students took about 45 minutes. While using no time limit should be kept and students should be encouraged not to devote much time on a statement.

2.3.2.3 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 (A), Frequently (F), Sometime (ST), Rarely (R) and Never (N) were 5, 4, 3, 2, 1 respectively. On the other hand for negative statements the weightages for Always (A), Frequently (F), Sometime (ST), Rarely (R) and Never (N) were 1, 2, 3, 4, 5 respectively. Thus the score will range between 36 and 180.

TABLE 2.4 Scoring Table For Time Management Competency

Statements	Item Sr. No.	Scoring				
		Always (A)	Frequentl y (F)	Sometimes (ST)	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, 321, 22, 30, 32, 34, 35, 36	1	2	3	4	5

2.3.2.4 Interpretation

For interpretation, the following criteria may be followed:

TABLE 2.5 Interpretation Table

Scores	Interpretation
Upto 45 scores	Very Poor Time Management Competency
Between 45 and 90 scores	Poor Time Management Competency
Between 90 and 135 scores	Good Time Management Competency
Above 135 scores	Excellent Time Management Competency

2.3.2.5 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.

2.3.2.6 Validity

The content validity involves essentially the systematic examination of contents of the Time Management Competency Scale to determine whether it covers a representative sample of the skill to be measured. The content validity of this scale was established by having a discussion with the experts from the field of management. On the basis of experts opinion the Time Management Competency Scale was found to be valid.

2.4 PROCEDURE OF DATA COLLECTION

The researcher collected the data by visiting schools in the two district of Jalandhar and Kapurthala under the state of Punjab and after obtaining permission from

the principals of those schools sought the cooperation of secondary school students to answer the questionnaires which were distributed to them after proper explanation that they have to attempt each statement by placing a tick in one box provided and also not to leave the statement unanswered. They were assured that their data will be kept confidential and used only for research purpose.

2.5 STATISTICAL TECHNIQUES

The following statistical techniques were used for the analysis of data:-

- For exploring the group trend; mean and percentage were used.
- For analyzing the difference between means of two groups t-test was used.
- For finding the relation between two variables co-relation was used.

CHAPTER-3

ANALYSIS AND INTERPRETATION

Data which has been calculated needs to be analyzed using statistical techniques to yield results. The present chapter deals with the analysis and their corresponding interpretation in accordance with hypotheses. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulating of data to reach at the solutions of the research problem. Interpretation calls for a critical examination of one's analysis. The depiction of results and their interpretation is considered the most important part of research work as it verifies the hypotheses and eventually leads to conclusions of study. The tabulated data have no meaning unless these are analysed and interpreted by applying appropriate statistical techniques.

Analysis of data means studying the tabulated data in order to determine the inherent facts. It involves breaking up of the complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation. The research has no meaning if the data are not analysed and interpreted. Therefore, analysis is very essential in research. Data were collected according to the method and procedures mentioned in previous chapter. After collecting data from 480 students (240 from Jalandhar district and 240 from Kapurthala district) it was analyzed keeping in view the objectives and hypotheses of the study by applying the percentage, Mean, SD, t-test and correlation.

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

3.1 Results pertaining to identify the levels of academic anxiety of secondary school students.

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

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

3.4 Results pertaining to analyze the difference in academic anxiety of secondary school students with respect to type of school.

3.5 Results pertaining to analyze the difference in academic anxiety of secondary school students with respect to locality.

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

3.7 Results pertaining to analyze the difference in time management competency of secondary school students with respect to type of school.

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

3.9 Results pertaining to analyze the correlation between academic anxiety and time management competency of secondary schools.

3.1 Result pertaining to identify the levels of academic anxiety among secondary schools students.

The first objective of the study is “To study the levels of academic anxiety among secondary school students. So, this section has been devoted the different levels of academic anxiety into percentage. The result obtained has been presented in the under table mentioned below.

Table 3.1: Number of secondary school students at different levels of academic anxiety

SR. NO	LEVELS OF ACADEMIC ANXIETY	NO. OF STUDENTS	PERCENTAGE
1.	High level of academic anxiety	172	36%

2.	Average level of academic anxiety	308	64%
3.	Low level of academic anxiety	0	0%
TOTAL		480	100%

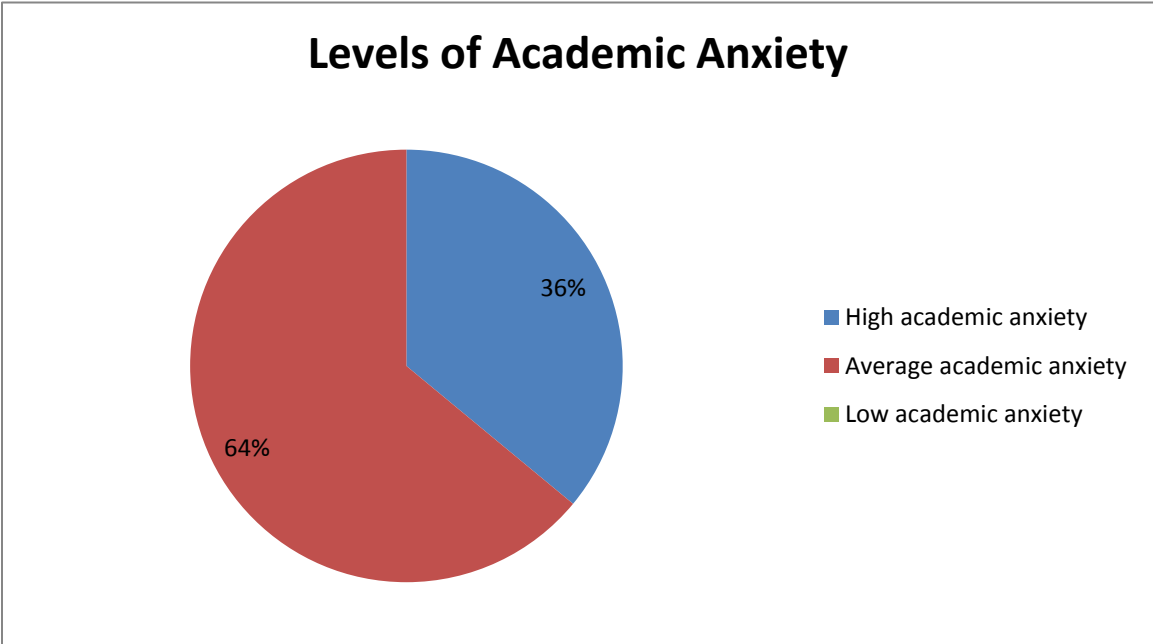


Figure 3.1: Number of secondary school students at different level of academic anxiety

The table 3.1 reveals that 36% of secondary school students have high level of academic anxiety while 64% secondary school students have average level of academic anxiety. The correspondent no. of secondary school students are 172 and 308 respectively. This shows that maximum number of student falls under average level of academic anxiety.

3.2 Result pertaining to identify the levels of time management competency among secondary schools students

The second objective of the study is “To study the levels of time management competency among secondary school students. So, this section has been devoted the different levels of time management competency into percentage. The result obtained has been presented in the under table mentioned below.

Table 3.2: Number of secondary schools students at different levels of time management competency

SR. NO	LEVELS OF TIME MANAGEMENT COMPETENCY	NO. OF STUDENTS	PERCENTAGE
1.	Very poor time management competency	0	0%
2.	Poor time management competency	0	0%
3.	Good time management competency	351	73%
4.	Excellent time management competency	129	27%
TOTAL		480	100%

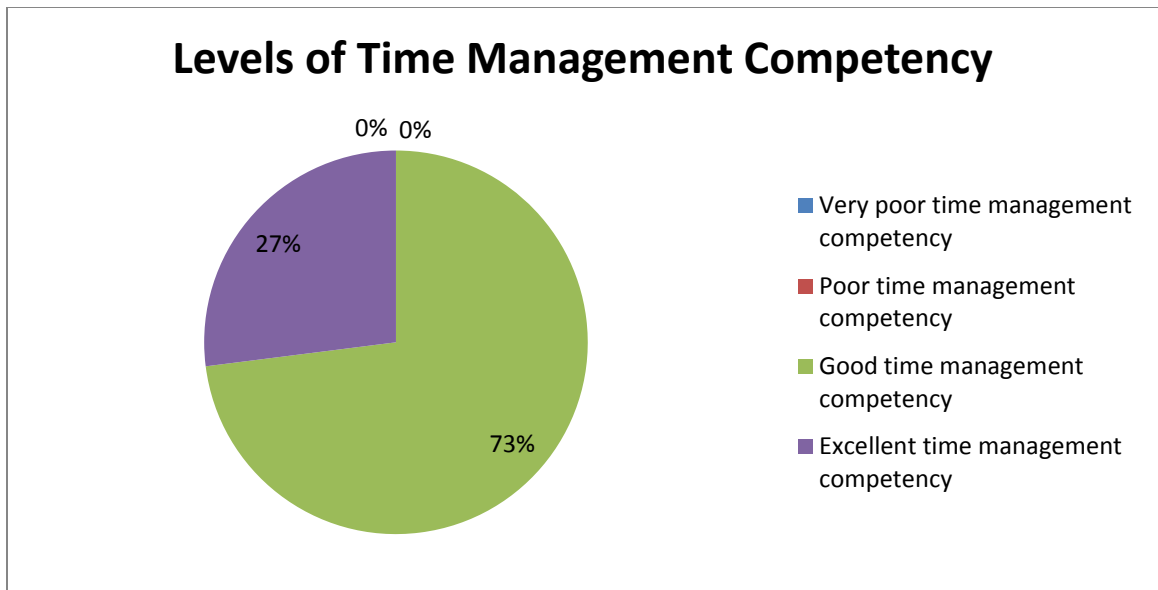


Figure 3.2: Number of secondary school students at different level of time management competency

The table 3.2 reveals that 73% of secondary school students have good time management competency while 27% of secondary school students have excellent time management competency. The correspondent number of secondary school students are 351 and 129 respectively. This shows that maximum number of student falls under good level of time management competency.

3.3 Result pertaining to analyze the difference in academic anxiety and time management competency of Secondary School Students with respect to gender, type of school and locality.

The third objective of the study is “To analyze the difference in academic anxiety and time management competency of secondary school students with respect to gender, type of school and locality”. So, this section has been devoted to locate the significance differences if any, in the academic anxiety and time management competency with respect to gender, type of school and locality of secondary school students. The result obtained has been presented in the under table mentioned below.

Table 3.3.1 Mean, SD and T value of male and female secondary school students with regard to academic anxiety.

Variables	Group	N	Mean	SD	T value	Remark
Academic anxiety	Male	240	12.55	2.72	0.61	Insignificant
	Female	240	12.68	2.83		

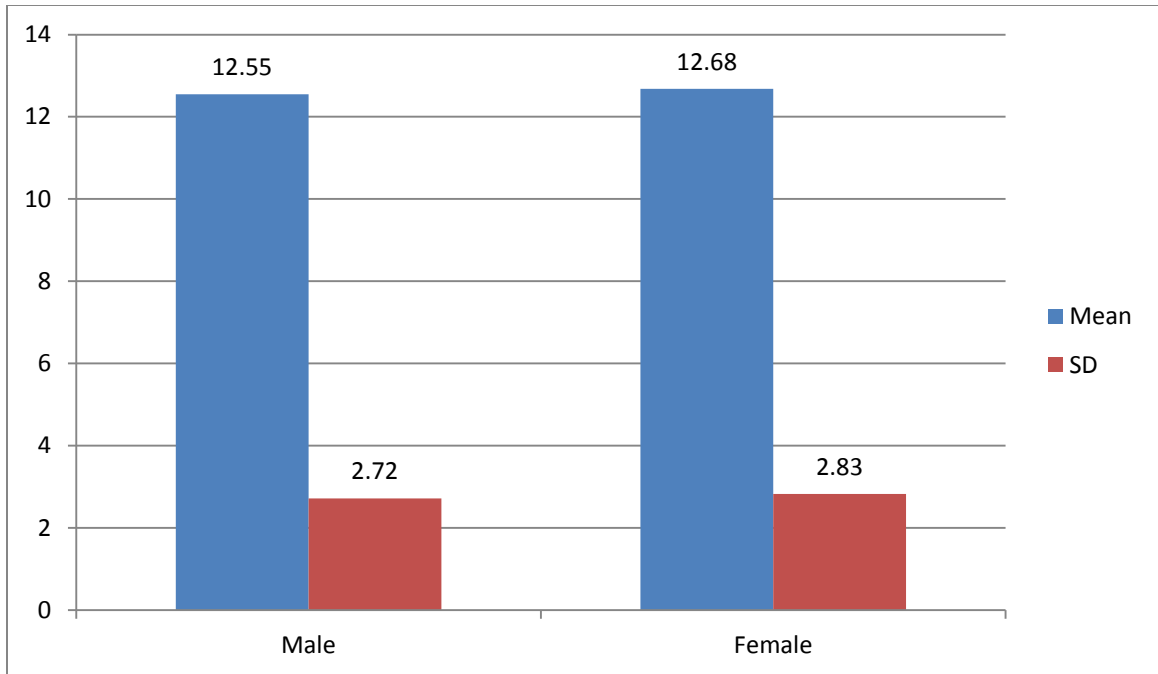


Figure 3.3.1 Mean, SD and T value of male and female secondary school students with regard to academic anxiety.

The Mean and SD in the case of male secondary school students on academic anxiety were found to be 12.55 and 2.72 while in the case of female secondary school students were found to be 12.68 and 2.83. The value of t-test was found to be 0.61 which is not significant at 0.05 level. Thus, the hypothesis; “There exists no significant difference in academic anxiety of male and female secondary school students is accepted. This shows that male and female students have almost equivalent level of academic anxiety. The difference in mean if any can be due to chance factor or statistical error. Both the male and female secondary school students are found to have average level of academic anxiety.

Table 3.3.2 Mean, SD and T value of government and private secondary school students with regard to academic anxiety.

Variables	Group	N	Mean	SD	T value	Remark
Academic anxiety	Government	240	12.82	2.78	0.096	Insignificant
	Private	240	12.4	2.75		

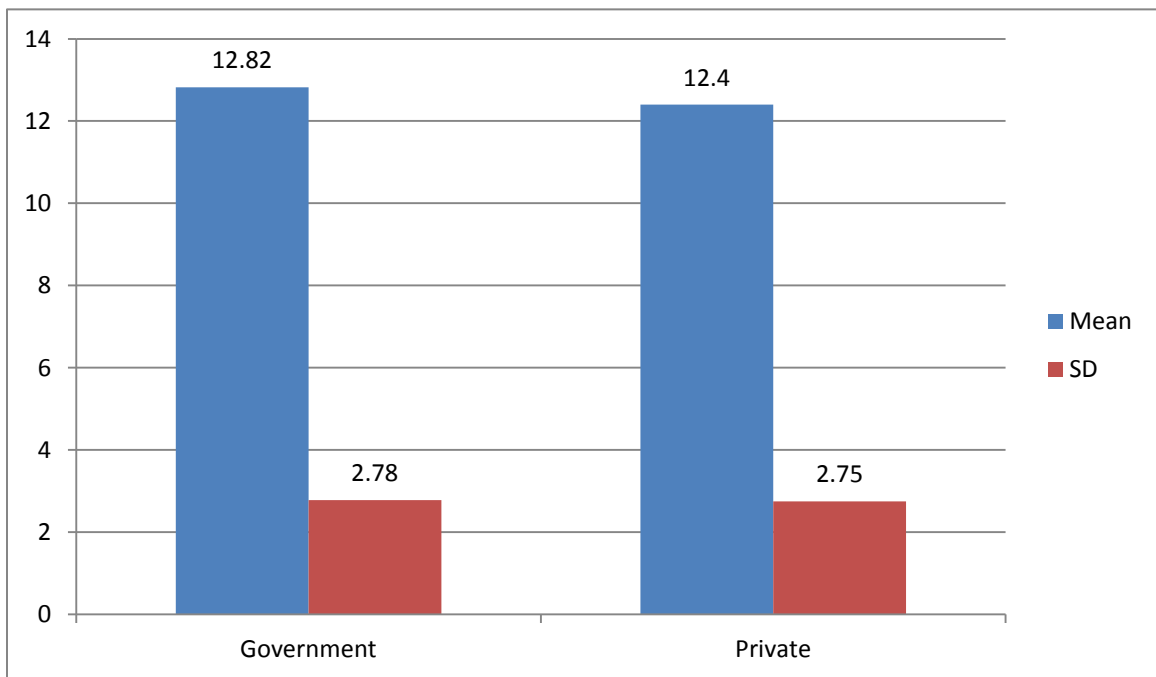


Figure 3.3.2 Mean, SD and T value of government and private secondary school students with regard to academic anxiety.

The Mean and SD in the case of government secondary school students on academic anxiety were found to be 12.82 and 2.78 while in the case of private secondary school students were found to be 12.4 and 2.75. The value of t-test was found to be 0.09 which is not significant at 0.05 level. Thus, the hypothesis; “There exists no significant

difference in academic anxiety of government and a private secondary school student is accepted. This shows that rural and urban students have almost equivalent level of academic anxiety. The difference in mean if any can be due to chance factor or statistical error. Both the government and private secondary school students are found to have average level of academic anxiety.

Table 3.3.3 Results pertaining to Mean, SD and T value of urban and rural secondary school students with regard to academic anxiety:-

Variables	Group	N	Mean	SD	T value	Remarks
Academic anxiety	Rural	240	12.57	2.76	0.73	Insignificant
	Urban	240	12.65	2.78		

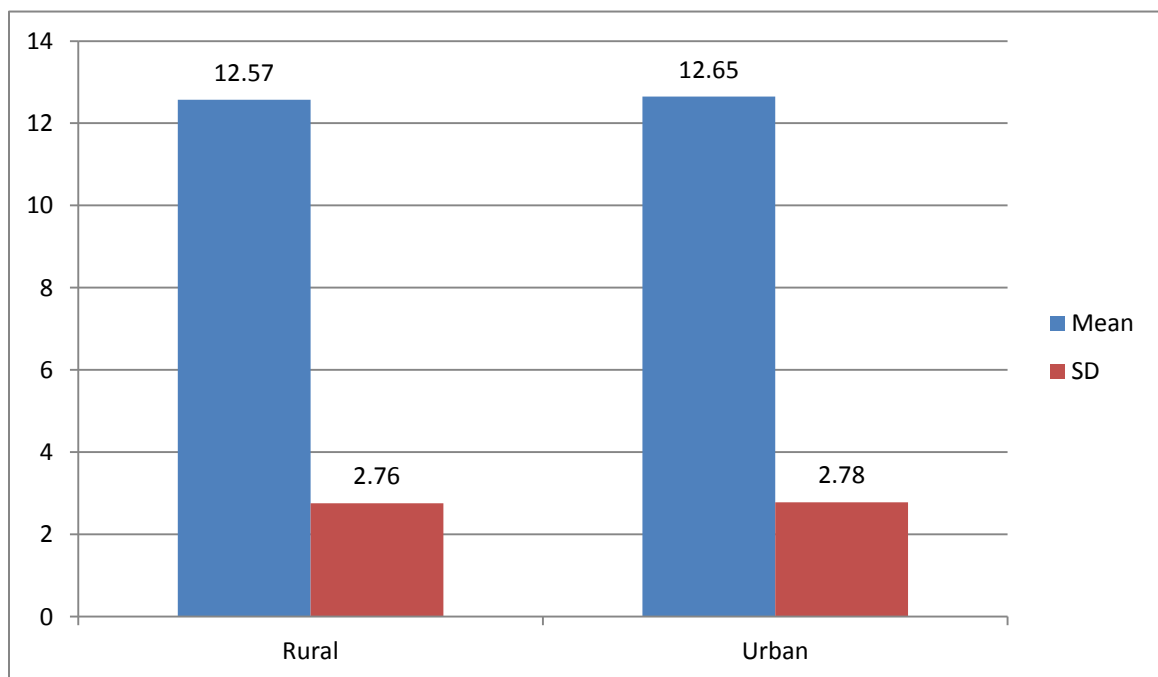


Figure 3.3.3 Mean, SD and T value of urban and rural secondary school students with regard to academic anxiety

The Mean and SD in the case of rural secondary school students on academic anxiety were found to be 12.57 and 2.76 while in the case of urban secondary school students were found to be 12.65 and 2.78. The value of t-test was found to be 0.73 which is not significant at 0.05 level. Thus, the hypothesis; “There exists no significant difference in academic anxiety of rural and urban secondary school students is accepted. This shows that rural and urban students have almost equivalent level of academic anxiety. The difference in mean if any can be due to chance factor or statistical error. Both the rural and urban secondary school students are found to have average level of academic anxiety.

Table 3.3.4 Mean, SD and T value of male and female secondary school students with regard to time management competency.

Variable	Group	N	Mean	SD	T value	Remarks
Time management competency	Male	240	127.43	10.57	0.36	Insignificant
	Female	240	128.31	10.53		

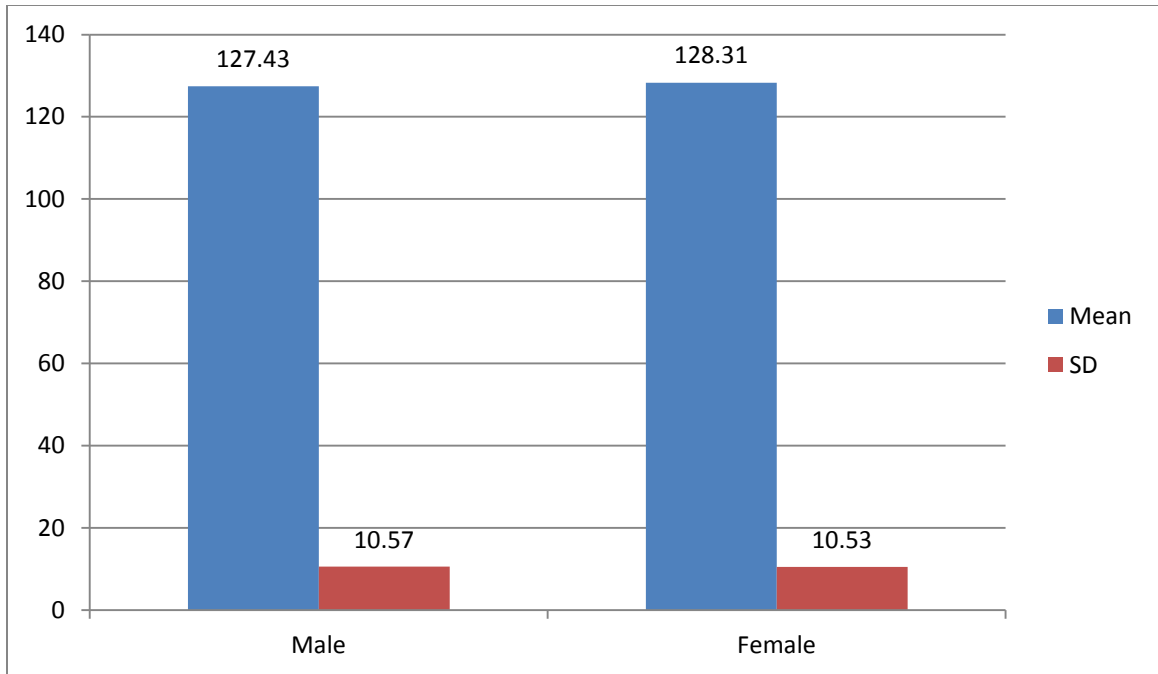


Figure 3.3.4 Mean, SD and T value of male and female secondary school students with regard to time management competency

The Mean and SD in the case of male secondary school students on time management competency were found to be 127.43 and 10.57 while in the case of female secondary school students were found to be 128.31 and 10.53. The value of t-test was found to be 0.36 which is not significant at 0.05 level. Thus, the hypothesis; “There exists no significant difference in time management competency of male and female secondary school students is accepted. This shows that male and female students have almost equivalent level of time management competency. The difference in mean if any can be due to chance factor or statistical error. Both the male and female secondary school students are found to have good level of time management competency.

Table 3.3.5 Mean, SD and T value of government and private secondary school students with regard to time management competency.

Variable	Group	N	Mean	SD	T value	Remarks
Time management competency	Government	240	127.9	10.05	0.95	Insignificant
	Private	240	127.84	11.05		

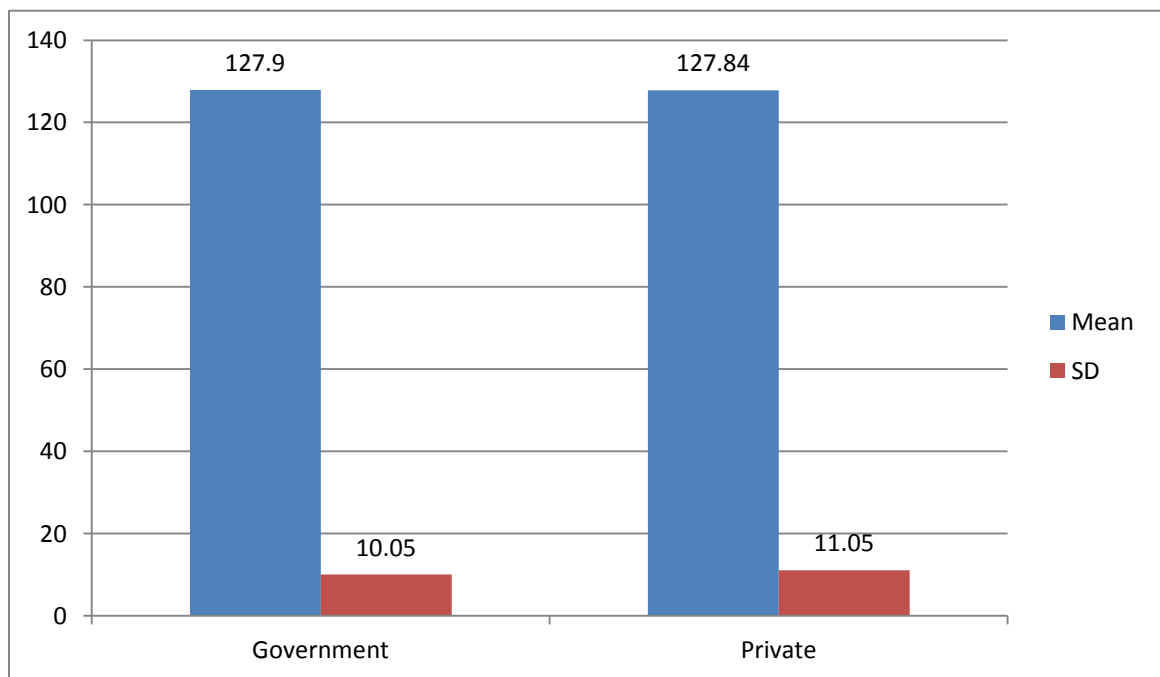


Figure 3.3.5 Results pertaining to Mean, SD and T value of government and private secondary school students with regard to time management competency.

The Mean and SD in the case of government secondary school students on time management competency were found to be 127.9 and 10.05 while in the case of private secondary school students were found to be 127.84 and 11.05. The value of t-test was found to be 0.95 which is not significant at 0.05 level. Thus, the hypothesis; “There exists no significant difference in time management competency of government and private secondary school students is accepted. This shows that government and private secondary school students have almost equivalent level of time management competency. The difference in mean if any can be due to chance factor or statistical error. Both the government and private of secondary school students are found to have good level of time management competency.

Table 3.3.6 Mean, SD and T value of urban and rural secondary school students with regard to time management competency.

Variable	Group	N	Mean	SD	T value	Remarks
Time management competency	Urban	240	128.08	10.44	0.67	Insignificant
	Rural	240	127.67	10.68		

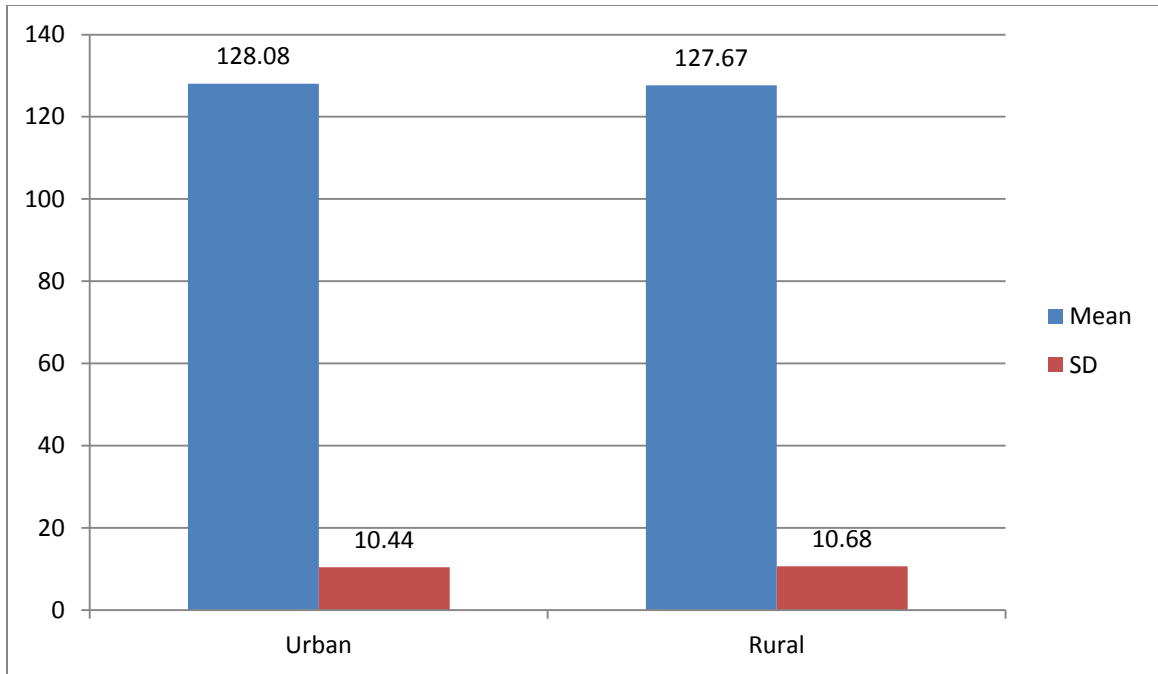


Figure 3.3.6 Mean, SD and T value of rural and urban secondary school students with regard to time management competency

The Mean and SD in the case of urban secondary school students on time management competency were found to be 128.08 and 10.44 while in the case of private secondary school students were found to be 127.67 and 10.68. The value of t-test was found to be 0.67 which is not significant at 0.05 level. Thus, the hypothesis; “There exists no significant difference in time management competency of rural and urban secondary school students is accepted. This shows that rural and urban students have almost equivalent level of time management competency. The difference in mean if any can be due to chance factor or statistical error. Both the rural and urban secondary school students are found to have good level of time management competency.

3.4 Result pertaining to analyze the relationship between academic anxiety and time management competency of Secondary School Students.

The fourth objective of the study is “To analyze the relationship between academic anxiety and time management competency of secondary school students. A standardized scales were used to obtain the result presented in the under mentioned tables.

Table 3.4 Correlation between academic anxiety and time management competency was calculated

VARIABLES	NO.	df	CORRELATION	REMARKS
Academic anxiety	480	478	0.981399	Significant
Time management competency	480			

The correlation value is found to be 0.98 which is very high positive correlation. The correlation value show significant relationship between academic anxiety and time management competency. In this case the hypothesis “There exists no relationship between academic anxiety and time management competency of secondary school students” is rejected. So above finding indicates that there exists a positive correlation between the academic anxiety and time management competency among secondary school students.

This proves that when the students have high time management competency their academic anxiety is also very high.

CHAPTER - 4

CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS:-

Conclusion is the essential part of every study. Conclusions are the stuff of an investigation and holds significant importance. Investigator conducted the study on “Academic anxiety among secondary school students in relation to their time management competency.”

In the light of earlier mentioned discussion and interpretation of the data, in the current chapter the main findings of the study are concluded as:

1. Majority of the secondary school students have average level of academic anxiety. The reason may be that some sort of academic fear and stress is always there in life that makes them not at all free of academic anxiety problem.
2. Majority of the secondary school students have good time management competency. The reason may be now a day's students are digital smart and hence have more ability to manage time.
3. There is no significant difference between academic anxiety of male and female secondary school students. The female secondary school students have higher mean value. They seem to have high academic anxiety problem as compared to male secondary school students. The reason may be female comes under stress more easily as compared to male.
4. There is no significant difference between academic anxiety of government and private secondary school students. The government secondary school students have higher mean value. They seem to have high academic anxiety problem as compared to private secondary school students. The reason may in private secondary school students get much more guidance and care from teachers.
5. There is no significant difference between academic anxiety of urban and rural secondary school students. The urban secondary school students have higher mean value. They seem to have high academic anxiety problem as compared to rural secondary school students. Sibnath Deb (2010) this study is indicates the

academic anxiety of high school students found that the average level of academic anxiety is very common in boys and girls.

6. There is no significant difference between time management competency of male and female secondary school students. The female secondary school students have higher mean value. They seem to have high time management competency as compared to male secondary school students. The reason may be females are generally found to be more sincere and concerned for their work.
7. There is no significant difference between time management competency of government and private secondary school students. The government secondary school students have higher mean value. They seem to have high time management competency as compared to private secondary school students. This may be because they are not so dependent on teachers since the starting of schooling which makes them more responsible.
8. There is no significant difference between time management competency of urban and rural secondary school students. The urban secondary school students have higher mean value. They seem to have high time management competency as compared to rural secondary school students. The impact may be of environment prevailing.
9. There exists significant positive relationship between academic anxiety and time management competency of secondary school students. The finding indicates that there exists very high positive correlation between the academic anxiety and time management competency among secondary school students. It means whenever the students have high time management competency they suffer with high academic anxiety. The reason can be that when the person manage time properly, do proper planning, controlling and scheduling, they become more tensed of his/her performance which increases anxiety level.

RECOMMENDATIONS-

1. To effectively manage academic anxiety, students can be helped by teachers, parents and educational administrators through use of cognitive, affective and behavioral strategies.
2. The exam and test format should be flexible. The order of question in exam can also be easy to 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 etc.
4. Teacher should cooperate with students overcome the level of anxiety among students.
5. Teacher should give extra time for the task to the below average students so that they can manage the time easily.
6. The students should be given interaction where they should be taught to control their anxiety, stress level along with proper management.

SUGGESTIONS-:

Research is a never ending process. Every investigator on completing the research work become aware of the area in which the research is needed and naturally feels motivated to indicate the areas that may be taken up for the research by other investigator. The researcher by the virtue of her experience in the field of the study came up with the following suggestions for further research:

1. Similar study can be conducted at a large scale covering more districts of a particular state.
2. The present study can be conducted by relating academic anxiety with other variables like-: academic achievement, locus of control, self esteem, school environment etc.
3. Time management competency can be focused in relation to teachers attitudes, school environment, home environment, personality etc.
4. Similar study can be conducted on elementary and higher level students.

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