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

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ABSTRACT

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. 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. 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). Therefore anxiety interferes with the learning. In fact, anxiety might prevent learning or might also fuel it. 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. 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.

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Introduction

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). 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.

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 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).

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.

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.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in academic anxiety of male and female secondary school students.

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

RESEARCH METHOD

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. For the present study stratified random sampling was used. For the present study 480 secondary school students were taken as subjects. 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).

Results:

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

Table 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%

The table 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.

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

Table 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%**

The table 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.

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.

Table 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		

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 3.2 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		

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 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		

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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 4.1 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		

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.

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Table 4.2 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		

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 4.3 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		

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

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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.

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

Table 5 Correlation between academic anxiety and time management competency was calculated

VARIABLES	NO.	df	CORRELATION	REMARKS
Academic anxiety	480	478	0.98	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.

Conclusions

In the light of earlier mentioned discussion and interpretation of the data, 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.

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