A study of relationship between time management and anxiety level among College students

Shabana Bano • Aakanksha • Sukanya Priyadarshini • Meena Kishore

Abstract : *The present research "A study of relationship between time management and anxiety level among College students" was taken up with a purpose to see the relationship between time management and anxiety level among College students and, to see the effect of sex variable on time management and anxiety level. To verify this four hypothesis were formulated. (1) "There will be significant difference in time management and anxiety level". (2) "There will be negative correlation between time management and anxiety level". (3) "Time management in female students will be better than male students". (4) "The anxiety level in male students will be higher than female students." A sample of 100 students were selected on the basis of incidental cum purposive sampling method, age ranging from 18 - 25 years from two Colleges in Patna - 50 each from Patna Women's College and Patna College. The tools used were: 1) Sansanswal, D.N: Time management competency scale. 2) Sharma R.L.: and Bhargava M: Comprehensive anxiety scale. The result was interpreted on the basis of measures of central tendency, coefficient of correlation, and graphical representations. The first and second hypotheses were proved. A significant difference (t=24.63, sig. at 0.01) was found between time management and anxiety level (Hypothesis I) and there was significant negative correlation between the two variables (r= -0.46, sig at 0.01) (Hypothesis 2) respectively. The third hypothesis was not proved as the scores of time management of male was greater than female and this difference was significant at 0.01 level (t=2.84) whereas according to hypothesis time management will be better in female students. The fourth hypothesis also did not get support, as on anxiety level score of male students were lower (m=16.07) than female students (18.91). The difference was significant at 0.01 level of significance whereas according to hypothesis male students must score high on anxiety. The researchers were of opinion that internal variations in response and small sample may be treated as the cause of hypothesis not getting support. Finally they suggested that the work should be carried on larger sample to get more accurate data. They also suggested that one should follow proper routine in daily life which will help to manage time more efficiently and will reduce anxiety.*

Key words : *Time management, Anxiety level.*

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Introduction :

The concept of time management and anxiety level : Time management is a set of principles, practices, skills, tools and system that work together and helps to get more out of your time, with the aim of improving the quality of life. Time is money, it is very precious, once gone it can never be regained. We are not in a position to create more time and that is why we have to use it carefully. Time management comprises four steps – planning, organizing, leading and evaluating. These steps form the basis of developing the time management competency scale.

"Anxiety is a term used to describe uncomfortable and unpleasant feeling that individual experiences when in a stressful or fearful situation." Anxiety is a fear arousing stimulus which may be internal, external, immediate or future, definite or vague, conflictual or non-conflictual in nature. Anxiety is experienced by every individual at some point or the other in his/her life. For e.g. while making a presentation, appearing for an interview, waiting for the test results, facing the boss and so on. Anxious people commonly report feeling out of control.

Purpose :

The purpose of the present study was.

1. To examine the relationship between time management and anxiety level among College students.

2. To see the effect of sex variable on time management and anxiety level.

Hypothesis :

The hypothesis formulated were :

1. There would be a significant difference between time management and anxiety level among College students.

2. There would be negative correlation between time management and anxiety.

3. The time management in female students will be higher than male students.

4. Anxiety level in male students will be higher than female students.

Methodology :

Sample : A total sample of 100 students were taken among which 50 were from Patna Women's College and 50 from Patna College. The age range was from 18–22 years. The method used for the selection of sample was incidental-cum-purposive sampling method. The distribution of sample was as follows.

Patna Women's College = 50 girls

Patna College = 23 girls, 27 boys.

Research Area : The area selected for collection of data was Patna Women's College situated at Bailey Road, Patna, Bihar and Patna College situated at Ashok Rajpath, Patna.

Research Tools : The research tools used for testing the hypothesis were : Sansanwal, D.N., Time management Competency scale and Bhardwaj R.L., Sharma H and Bhargava M. Comprehensive anxiety Test (C.A.T.) Time management scale consists of 36 items and there is no time limit. Comprehensive Anxiety test consists of 90 items and there is no time limit.

Procedure of Data Collection :

Data collection was done in one session during the College hour of different institutions in 10 days. All the respondents were personally approached and were explained the purpose of visit. The researchers made them aware that test meant simply to get some information from them. After they finished filling up the questionnaire, it was thoroughly checked to make sure whether every question was attempted or not. The preliminary informations were also checked.

Results and Discussion :

The first hypothesis was **"There will be significant difference between time management and anxiety level among the College Students."**

Table No. 1

Table Showing the mean, S.D., t-ratio, df & level of significance of time management and anxiety level

	Time Management	Anxiety	t-ratio	df	level of Significance
Mean	112.1	18.5	24.631	98	Significant
S.D.	36.22	11.98			at 0.01 level

Mean of time management and anxiety level (Figure – I)
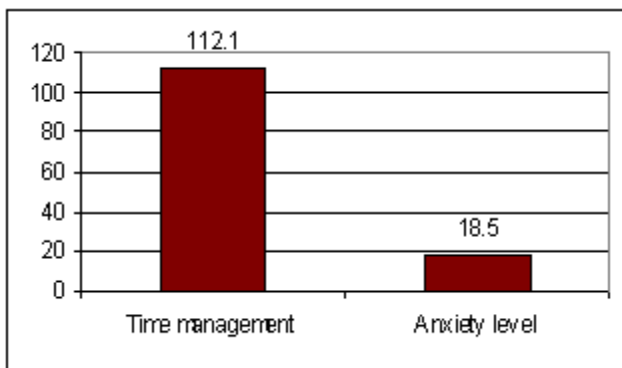
The table no. 1 shows the mean, SD and t-ratio of time management and anxiety level among the College students. The mean of time management and anxiety level among College students are 112.1 and 18.5 respectively. The mean score of time management is greater than the mean of anxiety level which states higher time management and lower anxiety level. The difference of 93.6 between the two means of time management and anxiety level depicts that time management among College students is better in comparison to anxiety level. On this basis it can be interpreted that time management reduces anxiety. The SD of time management (36.22) is quite less to its mean (112.1) which indicates less internal variation in the responses. But the SD of anxiety level (11.98) is not so less to its mean (18.5) which reflects that subjects have shown greater internal variations in their responses. Hence, the findings on time management can be taken as more dependable than the anxiety level.

The obtained t-value is 24.631(df-98). The table value (df-98) at 0.05 level of significance is 1.98 and at 0.01 level of significance is 2.62. The obtained t-value is 24.631 which is significant at 0.01 level. This shows that there is significant difference between time management and level of anxiety among College students. Thus the first hypothesis has been proved.

A study by Jacqueline **Britz, Ericpappas, James Madson,** also indicates that the causes of stress or anxiety were due to academic workload and time management. Hence, the present finding goes with the previous finding.

The second hypothesis was **"there will be negative correlation beween time management and anxiety level".** Correlation of co-efficient is discussed on the basis of table no.-2.

Table No. 2

Table Showing the mean, S.D., Co-efficient of correlation, df and level of significance

Variables	Time Management	Anxiety	r	df	Level of Significance
Mean	112.1	36.22	–0.46	98	Significant
S.D.	18.5	11.98			at 0.01 level

Mean of time management and anxiety level (Figure – II)
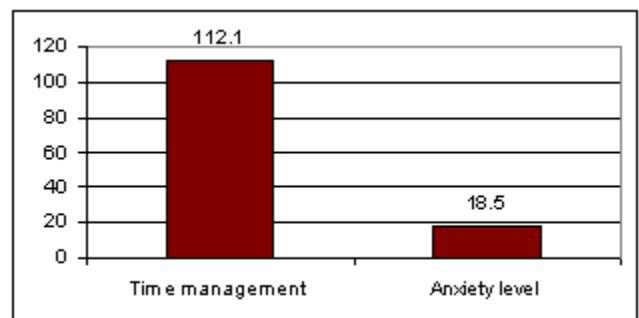
The product moment coefficient of correlation was computed to find out the correlation between the two variables, that is, time management and anxiety level. The obtained r value is –0.46 (df-98) which proves the hypothesis. The critical value on

0.05 level of significance is 0.195 and the value on 0.01 level is 0.254. The obtained r value is –0.46 which is significant at 0.01 level of significance. This shows that there is significant negative co-relation between time management and anxiety level among College students.

A study by Brigitte J.C. classens, Wendelien van Eerde and Christel G. Rutte, Technische Universiteit Eindhoy, Eindhaman also concludes that there would be a negative co-relation between time management and anxiety level. Hence, the present finding is supported by the previous finding.

The third hypothesis was **: "the time management in female students will be higher than male students."**

Table No. 3

Table Showing N, mean, S.D., t-ratio, df and level of significance of time management in female and male College students

	Female	Male
N	73	27
Mean	111.91	117.59
SD	24.57	19.9
t-ratio	1.18	
df	98	
Level of Significance	Not Significant at .05 & .01 level of confidence	

Mean of time management in male and female students (Figure – III)
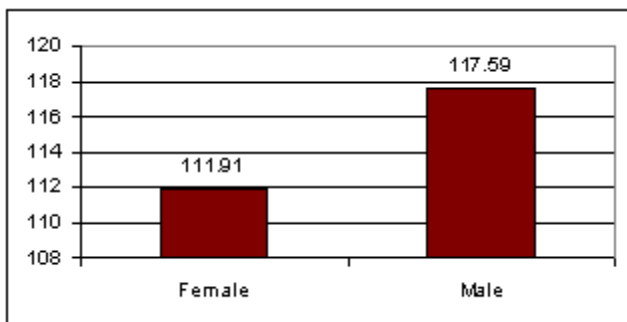
The table no. 3 shows scores on the time management in female and male College students.

The mean of female students is 111.91 and the male students is 117.59. It is clear that time management is better in male in comparison to female students which goes against the formulated hypothesis. SD of female students (24.57) and of male (19.9) are quite less to their means. This reveals that in both cases respondents have shown less variation in their responses.

The obtained t-ratio is 1.18. At 0.05 level of confidence; the table value is 1.98 and at 0.01 level it is 2.62. The obtained t-ratio is not significant at both the levels. So it can be said that although there is mean difference between two genders on time management, but this difference is not significant and hence, nothing definite can be said.

This finding does not go with the previous study by Ranjita Mishra and Michelle Mckean that female had more effective time management than males.
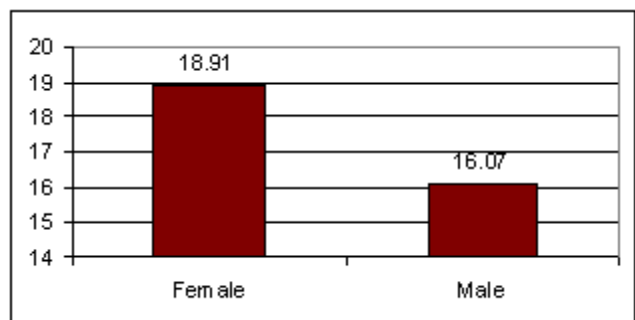
The fourth hypothesis was **"anxiety level in male students will be higher than female students."**

Table No. 4

Table Showing the N, mean, S.D., t-ratio, df and level of significance of anxiety level in female and male students

	Female	Male
N	73	27
Mean	18.91	16.07
SD	12.59	9.80
t-ratio	2.84	
df	98	
Level of Significance	Significant at .0.01 level	

Mean of female and male students on anxiety level (Figure – IV)

The table no. 4 reflects anxiety level in female and male respondents. The mean of female students is 18.91 and that of male students is 16.07 which reveals low level of anxiety in male than in female students. This finding goes against the formulated hypothesis. The hypothesis was that 'Anxiety level in male students will be higher than female students'. The SD of female is 12.59 and of male it is 9.80 which are quite near to their means. Thus in both cases respondents have shown internal variations in their responses. Hence, this may be treated as one of the causes of hypothesis not getting support.

The obtained t-ratio is 2.84. At 0.5 level of significance the table value is 1.98 and at 0.01 level it is 2.62. So obtained t-ratio is significant at both the levels. This shows that the difference between two anxiety means is significant and has not occurred due to chance factor. In this light it can be interpreted that the hypothesis is not proved.

A study by Lawrence Mundia Ph.D., Department of educational psychology Sultan Hassanal Bolkiah, Institute of University of Brunei Darussalam concludes that the anxiety were more prevalent in female than males. The researchers formulated the hypothesis that anxiety would be more in male group which is not supported. The previous finding goes with the present finding.

The figure no. 4 also reveals that hypothesis is not proved because the bar diagram of male students show less anxiety than female students.

Conclusions :

In the light of findings of the present study the following conclusions have been drawn **:**

(i) A significant difference (t-ratio = 24.63 significant at 0.01 level) was observed between time management and anxiety level among College students.

(ii) There is less variation in the response of time management as the value of SD is quite less to its mean but on the other hand there is more internal variations in the response of anxiety level as the value of SD is close to its mean.

(iii) A negative co-efficient of correlation ($r = -0.46$; significant at 0.01 level) was found between time management and anxiety. This proves that there would be low level of anxiety if the time management of a person is healthy.

(iv) The time management was found better in male students than that of the female students which contradicts hypothesis no. 3.

(v) There is internal consistency in the response of male and female on time management as the value of SD are quite less to their means which shows less variation in their responses.

(vi) The level of anxiety is low in male in comparison to female students. This finding does not support hypothesis no. 4.

(vii) There is more variations in the response of male and female students on anxiety test as the value of SD of both the groups are quite near to their means. This may be one of the cause of the hypothesis : "Anxiety level in male students would be higher than female students" not getting support.

Suggestions :

Time management and Anxiety are two important aspects of our life. Both are interconnected with each other. Poor time management and over time management both cause anxiety. But proper time management or balanced time management gives efficiency in our work and is always beneficial.

Some important suggestions for time management and the steps to come out from anxiety are given below :-

(i) One should make proper routine of his daily life as routine gives direction and control over the time.

(ii) There must be time for relaxation as it is quite necessary for healthy and happy life.

(iii) Suggestion especially for the students : Many of the student waste their precious time whole year and at the time of examination they get insight to cover the syllabus as fast as possible. The over load of syllabus create anxiety in them. To avoid this situation students must make proper time table to study so that they should cover the syllabus initially. This will definitely help in managing anxiety and can give success. Using this technique student will have low level of anxiety at the examination time.

(iv) Over time management creates anxiety so one should have good time management. Proper time management release our stress, tension and anxiety.

(v) If a person feels anxious or stressed due to work load he/she must use proper time management which will definitely give positive results.

(vi) In case of extreme anxiety one must take help from professional counsellors.

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