



# EFFECT OF TIME MANAGEMENT COMPETENCY ON TEST ANXIETY OF STUDENTS

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**Abstract:** An investigation was made to study the effect of time management competency and gender on test anxiety of students. The sample of the present study consisted of 100 cases. Participants (50 Males and 50 Females) were randomly selected and their age range was between 18-25 years who were pursuing graduation from St. John's College, Agra. Time Management Competency Scale by Sansanwal and Parashar (2007) and Test Anxiety Scale by Sharma (1980) were used. Two Way Analysis of Variance was employed to see the effect of time management competency on test anxiety of students. The result indicates that there is a significant effect of time management competency on test anxiety ( $F = 13.56, p < .01$ ). There is a significant effect of gender on test anxiety ( $F = 10.31, p < .01$ ). It is observed with the present finding that the students of high time management competency are low in test anxiety compared to students with low time management competency.

**Keywords** - Time Management Competency, Gender and Test Anxiety.

## INTRODUCTION

Time stops for none and is equal for all. Everyone has the same 24 hours in a day but some people make better use of time than others. Managing time is important for everyone to be more productive and efficient. Time management is a conscious process in which an individual involves in setting priorities of all the needs to be done within the stipulated time. Time management can also be stated as analyzing and prioritizing the needs, setting up goals through proper planning and meetings, organizing and scheduling the activities, and developing an attitude towards procrastination in order to achieve the desired goals (Chaplot, Sharma & Jain, 2019).

Individuals especially students' quality of life which consists of psychological, emotional, physical, or academic well-being get disturbed due to test anxiety. According to Zeidner (1990) test anxiety has its own potential sources which lies in individual as well as test situations. The main source of test anxiety is the perception of testing situations, high feeling of perfectionism, emotional instability towards results of the test, low self-confidence, and poor recognition of self-potential as well as lack of confidence concerning preparation for examination. In the words of Zohar (1998) Maladaptive perfectionism and low emotional stability are the root causes of test anxiety among students. The theory of attribution suggested that when individuals get success in examination they attributed to inner causes or disposition and when individuals do not get the success they attributed to external disposition.

Many studies claimed that there is a great difference between males and females regarding test anxiety. Sharma (1980) found that boys have low test anxiety in comparison to girls. Hembree (1998) claimed that during elementary schools, gender differences in test anxiety start to appear and constantly girls' are higher in test anxiety levels as compared to male students in school as well as in college.

Therefore, researchers is curies to investigate the effect of Time management competency and gender on test anxiety of students.

## AIM

To study the effect of time management competency and gender on test anxiety of students.

## Objectives

- To study the significant effect of time management competency on test anxiety of students.
- To study the significant effect of gender on test anxiety of students.
- To study the significant interaction effect of time management competency and gender on test anxiety of students.

## Hypotheses

- There is a significant effect of time management competency on test anxiety of students.
- There is a significant effect of gender on test anxiety of students.
- There is a significant interaction effect of time management competency and gender on test anxiety of students.

## METHOD

### Variables

#### Independent Variable

- Time Management Competency
- Gender

#### Dependent Variables

- Test Anxiety

#### Control Variables

- Age
- Academic Qualification
- Academic achievement

#### Inclusion Criteria:

- Subjects within age range of 18-25 years were included.
- Graduate (Pursuing) students were included.

#### Exclusion Criteria:

- The study excluded subjects below twenty and above twenty-five years of age group.
- Subjects who were post graduate and above were excluded.

## STUDY AREA AND SAMPLE SELECTION

The sample of the present study consisted of 100 cases. Participants (50 Male and 50 Female) were randomly selected, who were pursuing graduation in different academic streams of St. John's College, Agra. Participants' age group was between 18-25 years.

## TOOLS

1. **Time Management Competency Scale:** Time Management Competency Scale is constructed by Sansanwal and Parashar (2007). It provides useful way to measure Time Management Competency in an individual. The split-half reliability of this scale is 0.74. The scale consisted of 36 items. Higher scale value indicates better Time Management Competency.
2. **Test Anxiety Scale:** Test Anxiety Scale is constructed by Sharma in 1980. It provides useful way to measure test anxiety among college students. It consists of 25 test situations having five alternative answers. The reliability of this test is 0.78 and validity of this test is 0.62.

## PROCEDURE FOR DATA COLLECTION

The data of the present study was collected through random sampling on the basis of one to one interaction with students pursuing graduation from St. John's College, Agra, within an age range of 18-25 years.

## RESEARCH DESIGN

2x2 factorial design was used.

## STATISTICAL ANALYSIS

Two Way Analysis of Variance (ANOVA) was used.

## DATA ANALYSIS

The objective of the present investigation is to study the “Effect of Time Management Competency and Gender on Test Anxiety of Students”. For this ANOVA was employed. The subjects were categorized on the basis of the median (high and low) of Time Management Competency scale scores.

**Table A, Showing Mean Values of Test Anxiety**

| Time Management Competency | Gender |        |              |
|----------------------------|--------|--------|--------------|
|                            | Male   | Female | Total (Mean) |
| High                       | 60.2   | 65.2   | 62.7         |
| Low                        | 65.72  | 68.4   | 67.06        |
| Total (Mean)               | 62.96  | 66.8   |              |

**Table B, Showing summary of analysis of variance of Time Management Competency and Gender on Test Anxiety.**

| Source                             | Sum of Square | df | Mean sum of square | F        |
|------------------------------------|---------------|----|--------------------|----------|
| Time Management Competency         | 479.61        | 1  | 479.61             | 13.563** |
| Gender                             | 364.81        | 1  | 364.81             | 10.317** |
| Time Management Competency *Gender | 34.81         | 1  | 34.81              | 0.984    |
| Error                              | 3394.56       | 96 | 35.36              |          |
| Total                              | 425345        | 99 |                    |          |

$P < 0.01$  \*\*

**Effect of Time Management Competency on Test Anxiety:** The main effect of the first independent variable time management competency  $F_{\text{Time Management Competency}}(1, 96) = 13.563$ , ( $p < 0.01$ ) on dependent variable test anxiety of students was found significant, which suggested the rejection of null hypothesis (that have been formulated) and directed to the acceptance of directional hypothesis related to the variable. This supported the interpretation that time management competency (High and Low) certainly produces differential effect on test anxiety of students. The difference between the Means  $X_{\text{High Time Management Competency}} = 62.7 < X_{\text{Low Time Management Competency}} = 67.06$  reliable and it indicates that students with high time management competency lower in test anxiety in comparison to students with low time management competency.

**Effect of Gender on Test Anxiety:** Table B- indicates that there is a significant effect of gender on test anxiety of students. The value of  $F$  for the second independent variable i.e. Gender (Male and Female)  $F_{\text{Gender}} = (1, 96) = 10.317$ , ( $p < 0.01$ ), suggested the rejection of null hypothesis framed and formulated for the purpose. This in turn supported the interpretation that, gender of students (Male and Female) produces differential effect on test anxiety of the students. The difference between the Means  $X_{\text{Male}} = 62.96 < X_{\text{Female}} = 66.8$  reliable and it indicates that Male students lower in test anxiety in comparison to Female students.

**Effect of Time Management Competency \* Gender on Test Anxiety:** Table B and Figure A show the interaction effect of the two independent variable Time Management Competency \* Gender on Test Anxiety  $F_{\text{Time Management Competency * Gender}}(1, 96) = 0.984$ , ( $p > 0.05$ ) was not significant, and this caused the acceptance of null hypothesis pertaining to the interaction of two variables framed and formulated for the purpose. This supported the interpretation that the interaction of independent variables Time Management Competency (High and Low) and Gender (Male and Female) jointly did not produce significant effect on test anxiety of students. The difference among Means  $X_{\text{High Time Management Competency * (Male)}} = 60.2 < X_{\text{High Time Management Competency * (Female)}}$

$= 65.2 < X_{\text{Low Time Management Competency * (Male)}} = 65.72 < X_{\text{Low Time Management Competency * (Female)}} = 68.4$  are not reliable, which in turn imply that the apparent difference of Time Management Competency (High and Low) and Gender (Male and Female) on test anxiety are not real, these differences can be due to chance factor. Thus, the null hypothesis related to the interaction effect of the two independent variables on test anxiety of students, i.e. Time Management Competency and Gender on test anxiety of students is tentative.

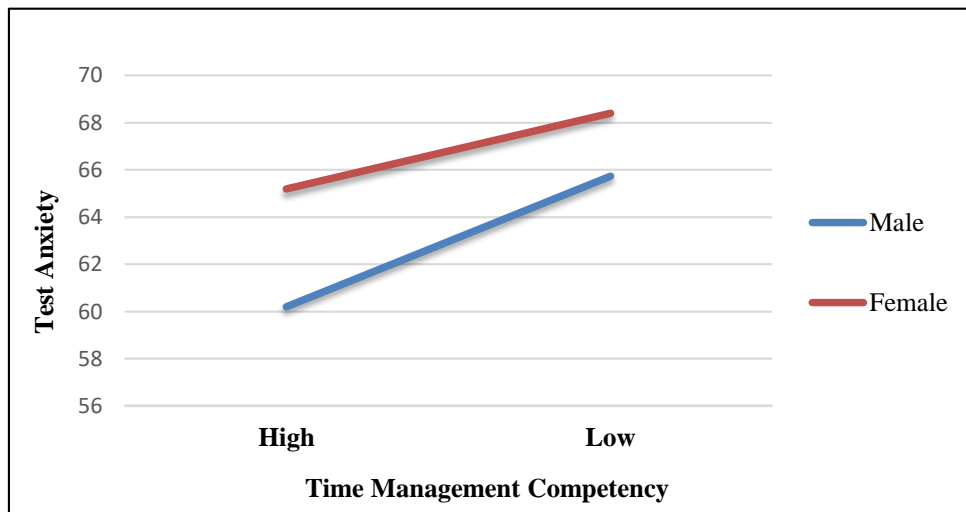


Figure A: Showing Mean Values of Test Anxiety

## FINDINGS

- There is a significant effect of time management competency on test anxiety of students:** With reference of the present findings it can be concluded that there is a significant effect of time management competency on test anxiety of students which shows that the students with high time management competency are low in test anxiety as compared to students with low time management competency. The reason behind, it may be that individuals with high in time management competency are usually good at self-management skills with various domains of personal and professional life. They may be good at managing multiple stressors and making priorities to reduce stress and anxiety from various stressful situations like examination and assessing the environment with better planning and organizing with more rational and logical thoughts. According to Behnam, Jenani and Ahangari (2014) there was a significant difference between the experimental group's test-anxiety before and after time-management training and also there was a significant difference between the experimental group and the control group's test-anxiety after intervention. Jenaabadi, Nastiezaie, and Jalalzaei (2016) revealed that time management training could be effective in reducing the university students' test anxiety.
- There is a significant effect of gender on test anxiety of students:** The finding of the present study indicates that there is a significant effect of gender on test anxiety of students. Its shows that both gender (Male and Female) have significant effect on test anxiety of students. The difference between the mean value of male and female students on test anxiety can be attributed to chance factor. (Rezazadeh & Tavakoli, 2009) revealed that female students have a higher level of test anxiety in contrast to male students. The average test anxiety score among female students was higher. Harris et al. (2019) women declared much higher test anxiety than men.
- There is no significant interaction effect of time management competency and gender on test anxiety of students:** The present study indicates that there is no significant interaction effect of time management competency and gender on test anxiety of students. It can be interpreted that time management competency\*gender do not produce a joint effect on test anxiety among students.

## CONCLUSION

The study concluded that there is a significant effect of time management competency on test anxiety of students. There is a significant effect of gender on test anxiety of students. Also there is no significant interaction effect of time management competency and gender on test anxiety of students.

## IMPLICATIONS OF THE STUDY

Higher education level have been considered an important and powerful tool for decision making in the present competitive world, where students of both the gender being evaluated with respect to their achievement, skills and abilities. Time management is an important factor for academic success for all students. Therefore effective time management strategies are essential to increase academic achievement and reduce test anxiety. Time management skills is also associated with self-management skills that help in developing positive attitude towards self, making the students more confident and efficient to face exams without anxiety and fear. It also helps to overcome physiological problems like headaches, stomach problems, and numbness before and during examinations. For enhancing time management skills and reducing test anxiety, students can be helped by their teachers, parents, and educational administrators through the use of cognitive, affective, and behavioral strategies. Teachers can also teach students some anxiety management techniques, such as meditation and mindfulness, etc. If institutions such as schools and colleges try to arrange training and intervention programmes which may be helpful to facilitate the time management skills with student-centric orientation, will ultimately reduce test anxiety of students which will serve as bases for their success, achievement and recognition.

## LIMITATIONS AND SUGGESTIONS

- The study was conducted on limited sample of one hundred students from St. John's College, Agra only. It is suggested that further research can be conducted on a larger sample.
- The study has not been done on below twenty and above twenty five years of age group. So results cannot be generalized on other age group. It is suggested that the further research can be administered on other age groups also.
- Rural areas are not included in the sample. Therefore, scope of the study is limited. It is suggested that further research can be conducted in rural areas as well.

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