ACADEMIC STRESS AND TIME MANAGEMENT SKILLS
A CORRELATED STUDY

Usha Rani* & Dr. Renuka Sharma**
*Research Scholar & Corresponding Author
**Associate Professor, Institute of Teacher Training and Research
BPSMV, Khanpur-Kalan, Sonipat

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ABSTRACT
The present study was designed to assess and compare Academic Stress and Time Management Skills of male and female students of 10+2 of Science stream of Haryana state, preparing for entrance exams to get admission in professional colleges for medical and engineering courses. The sample of the study comprised of 410 adolescents with equal number of males and females (n=205). The range of the subjects was 16-18 years. The sample was chosen by random sampling procedure. Bisht Battery Scale of Academic Stress (BBSS) developed by Dr. Asha Rani Bisht (2005) and Time Management Scale designed by D.N. Sansanwal and Meenakshi Prashar (2007) was administered on the sample. It was hypothesized that female students tend to be high on Academic Stress than male students. It was hypothesized that female students tend to be high on time management skills than male students. It was also hypothesized that Academic stress is negatively correlate with Time management skills. The obtained data was analyzed by employing mean, standard deviation, ‘t’-test and pearson’s ‘r’. Significant difference was found in Academic Stress and Time Management Skills of male and female students of 10+2 of Science stream. Female students were found high on academic stress compare to male students. Female students were also found high on Time Management Skills compare to male students. There is a negative and significant relationship was found between Academic Stress and Time Management Skill.

Keywords: Academic Stress, Time Management Skills.

Introduction
Students face various problems which cause stress in their life at different moments. Adolescent students study in High Schools and Inter colleges, as their biological age ranges between 13 to 18 years. There students need not only to work hard to achieve their academic goals, but also to cope with the multitude of stresses in the personal, social and academic domains in school context. When they need a positive concept of their ability, they may find it difficult to sail through their social and educational environment to accomplish their goals. They may lose academic interest, failing to acquire a sense of satisfaction with their academic work. On the other hand, students having positive self-concept regarding their abilities, are likely to be successful in their educational endeavors. They show high academic interest and feeling of satisfaction and manifest low anxiety.

Adolescent is the age of stress and strain. Adolescents have to cope with many types of stressful situations. According to Chrousos & Gold (1992) stress is a state of disharmony between the student’s needs and the resources in his environment to meet them. Stress which is perceived by a student in his academic environment is described as academic stress. Every student has his unique nature with respect to his capacities, attitudes, interests etc. and he reacts in his unique way to the demands of his environment. Stress occurs when there is substantive imbalance between his environmental demands and his capacities to meet them. Academic stress is the feeling of anxiety or apprehension about one's performance in the academic field. Due to stress, the students are unable to perform to the best of their abilities. However, experts suggest a number of ways for students to break this vicious cycle of stressful living and to manage academic stress. Relaxation, self-control training, problem solving skills, assertiveness are considered effective tools for managing academic stress and lead to improvement in creativity, achievement, productivity, quality of life and sense of well-being.

Bartwal & Raj (2014) investigated the relationship between academic stress and social intelligence. A significant correlation was found between academic stress and social intelligence of rural and urban adolescents. The high social intelligence level would have better degree of coping with the academic stress. Social intelligence plays a vital role in reducing academic stress. Kadapatti and Vijyaluxmi (2012) endeavored to know the stressors of academic stress among pre-university students. The results showed that high aspiration, poor study habits, more study problems, change in medium of instruction and...
low socio-economic conditions are the factors responsible for academic stress and become stressors for stress among selected respondents. Busari (2012) identifies the difference in the perceptions of academic stress and reaction to stressors based on gender among first-year university students in Nigeria. The results of research showed that male and female respondents differed significantly in their perceptions of frustrations, financial, conflicts, and self-expectations stressors but did not significantly differ in their perceptions of pressures and changes-related stressors. Calaguas (2011) examined the perception of academic stress among college students in a state college in the Philippines highlighting gender differences. Gupta et al. (2011) examined the level of academic stress and educational achievement of secondary school's children. Academic stress inventory of Abha Rani Bist (1972) was used. The academic stress was measured through its four components i.e. frustration, conflict, pressure, and anxiety. Singh and Upadhyay (2008) investigated academic stress in the context of age and sex differences among college students.

Time management is the process of planning and exercising control of time spent on various activities to increase effectiveness, efficiency, and productivity. The ability to schedule time to complete the task is known as time management. If we implement some time-saving methods, we can gain valuable time. The term time management should not be misunderstood as time can be managed. In fact, time cannot be managed. By time management, we mean people need to manage themselves according to time. Time management in fact is self-management. The skills that people need to manage others are the same skills that are required to manage themselves, that is, the ability to plan, organize, direct, and control. Smith has defined time as "a continuum in which events succeed one another from past through present to future." (Murthy, 2006). According to Peter F. Drucker (1909-2005), “Time is the scarcest resource of the manager, if it is not managed, nothing else can be managed” (Alex, 2009). Smith stated that, "Controlling your life means controlling your time and controlling your time means controlling the events in your life" (Murthy, 2006).

Ahmad Saleh Al Khatib (2014) concluded that there was statistically significant negative relationship between time management and perceived stress. Females reported higher time management compared to their male counterparts. Higher time management and lower perceived stress were associated with high levels of academic achievement. Saketi and Taheri (2010) found no significant difference was among male and female students concerning time management skills but in terms of academic achievement, the female students' scores were higher than the males’. Çağlayan and Göral (2009) indicate that the concept of time is perceptive, and it is essential that time be used correctly and effectively from childhood. From adolescence onwards, a sense of time management should be developed. According to Passig (2002), although time management starts to develop from early childhood, it is completed in adolescence. Passig (2005) reports two main approaches in the period from infancy to adolescence related to the development of time management. Many studies which tested university students in time management have resulted in significantly different scores across genders. The findings of Trueman and Hartley (1996) revealed that female students reported considerably greater time management skills than male students. Findings by Misra and McKeen (2000) indicated that females reported significantly higher results in all factors of time management behaviors (perceived better control of time, set and prioritized goals, planning, and had an organized approach to tasks and workspace). Furthermore, results from Covic et al. (2003) showed females scored significantly higher only in one factor, this being the mechanics of time management, such as making lists and keeping a diary. Macan et al. (1990) found significant correlations between gender and time management, reporting that women engage in more mechanical time management behaviors than men, whereas men feel more in charge of their time management behaviors. The study of Agarwal (2008), Bradley and McRae (2007) opined that students need not be self-disciplined in planning their time to improve their performances. This is in agreement with Omolola (2010) study which concluded that both male and female undergraduate are affected by time management.

Objectives
- To examine the gender difference in academic stress.
- To examine the gender difference in time management skills.
- To examine the relationship between Academic stress and Time management skills.

Hypotheses
1) Female students are expected to be high on Academic stress than male students.
2) Female students are expected to be high on Time management skills than male students.
3) Academic stress is expected to correlate negatively with Time management skills.
Sample
The sample of the study comprised of 410 adolescents with equal number of males and females (n=205) of Haryana state. The range of the subjects was 16-18 years. The subjects were students of 10+2 of Science stream, preparing for entrance exams to get admission in professional colleges for medical and engineering courses. The sample will be chosen by random sampling procedure.

Tool used
- Academic Stress Scale by A.R. Bisht (2005)
- Time Management Scale by D.N. Sansanwal and M. Prashar (2007)

Procedure
After fulfilling the basic requirement rapportes were established with the students, the data collection was started. First of all instructions related to Academic Stress were given- “In this scale, 80 statements related to different aspects of academic stress are given. Five-point scale is used for two continua. One is of frequency along which items are located in terms of frequency (i.e., always, often, Sometimes, rarely, and never). The other is of quantity along which items are located in terms of quantity (i.e., very much, much, so so, little, and not at all.) You have to choose one from each continuum which is best suited to you. After completion of first test instructions related to Time Management were given- “In this scale, 36 statements related to different aspects of time management are given. Each statement has 5 alternatives from which you have to choose one which is best suited to you. These are Always, Frequently, Sometimes, Rare and Never. Though there is no time limit for giving responses, but be quick in responding.”

Scoring
The Academic Stress scale consists of 80 statements out of which 53 positive and 27 negative statements. Five-point scale is used for two continua. Scoring for positive statements of frequency (i.e. always, often, Sometimes, rarely, and never) and of quantity (i.e., very much, much, so so, little, and not at all.) is 4,3,2,1 and 0 respectively. For negative statements, it is just vice-versa. The grand total is sum of frequency score and quantity score.

The Time Management scale consists of 18 positive and 18 negative statements. For positive statements the weightage for five response alternatives- Always, Frequently, Sometimes, Rare and Never are 5,4,3,2 and 1 respectively. On other side, for negative statements the weightage for five response alternatives- Always, Frequently, Sometimes, Rare and Never are 1,2,3,4 and 5 respectively. Higher the score, higher the time management and lower the score, poorer the time management.

Statistical Analysis
The obtained data was analyzed by employing mean, standard deviation and 't'-test to find out the significant difference on students of 10+2 of Science stream, preparing for entrance exams to get admission in professional colleges for medical and engineering courses. Pearson’s correlation was computed to find out the correlation between Academic stress and Time management skills of the students.

Results and Discussion
The present investigation was an attempt to assess and compare Academic Stress and Time management skills of boys and girls student of 10+2 of Science stream of Haryana state, preparing for entrance exams to get admission in professional colleges for medical and engineering courses.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>205</td>
<td>288.65</td>
<td>52.74</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>205</td>
<td>275.53</td>
<td>63.92</td>
<td>2.27</td>
<td></td>
</tr>
</tbody>
</table>

Level of significant at 0.05 level= 1.97, level of significant at 0.01 level= 2.58
It is clear from the table that girls have higher mean score (288.65) on Academic Stress in comparison to boys (275.53). The S.D of girl students is 52.74 and 63.92 of boy students. Whether this difference was significant or not for this purpose t-test was applied. It is clear from the table that t value is significant at 0.05 level. Therefore, our hypothesis that Female students are expected to be high on Academic Stress than male students is retained.
Table 2: Mean score and their respective t-value for Time Management Skills of boys and girls.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t Value</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>205</td>
<td>125.01</td>
<td>11.74</td>
<td>2.84</td>
<td>S</td>
</tr>
<tr>
<td>Male</td>
<td>205</td>
<td>121.40</td>
<td>13.92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level of significant at 0.05 level = 1.97, level of significant at 0.01 level = 2.58

It is clear from the table that girls have higher mean score (125.01) on Time Management Skills in comparison to boys (121.40). The S.D of girl students is 11.74 and 13.92 of boy students. Whether this difference was significant or not for this purpose t-test was applied. It is clear from the table that t value is significant at 0.01 level. Therefore, our hypothesis that Female students are expected to be high on time management skills than male students is retained.

Table 3: Relationship of Academic Stress with Time Management Skills

<table>
<thead>
<tr>
<th>Pearson correlation</th>
<th>r value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic stress V/S Time Management Skills</td>
<td>-.500**</td>
<td>Significant</td>
</tr>
</tbody>
</table>

In the present study, academic stress and Time Management Skills (total) were found to be negatively and significantly (r = -.500) correlated at 0.01 level of significance. It means that students having higher Time Management Skills are likely to have lower level of Academic Stress and vice versa. So the concerned research hypothesis is accepted i.e Academic stress is expected to correlate negatively with Time management skills. It is suggested that students having higher Time Management Skills are likely to have lower level of Academic Stress.

With respect to the gender differences in Academic Stress the results revealed that female student scores in Academic Stress were higher than male students. Female students were found high on frustration and anxiety measure of academic stress compare to male students. Male students were found high on pressure measure of academic stress compare to female students. No difference was found between male and female students on conflict measure of academic stress. This result is supported by Renu et al. (2011) study that clearly indicate that female students of adolescent age studying in IX class of a backward and criminal area of Auraiya, Etawah and Mainpuri districts of U.P. are suffering from overall academic stress more than the Male students. This trend of sex difference on stress is more predominant in the case Frustration, conflict and pressure stress, although an important measure of stress, anxiety, failed to exhibit such sex difference; both the sex groups exhibiting the same level of anxiety in their academic environment. The stress of girls is generally exhibited in the form of withdrawal behavior. When it is intense, it may become associated with nervousness, indigestion, endless worries, tense, pain in the neck or shoulders etc. When lost control, there may be cases of suicides. Singh and Upadhyay (2008) investigated academic stress in the context of age and sex differences among college students. Findings revealed that female students perceived more academic stress in comparison of their male counterpart. Attending university is a pleasurable experience for many students. Yet for others it represents a highly stressful time of extensive studying and pressure to meet requirements of academia.

With respect to the gender differences in time management, the results revealed that female student scores in time management were higher than male students. This result is supported by the study of Macan et al., 1990, Saketi and Taheri, 2010, and Kaushar, Mehnaz (2013). They conclude that female students in terms of time management were generally more accomplished than male students and possess higher average scores. Female students are less accomplished than male students with respect to time. Misra and McKean (2000) indicated that females reported significantly higher results in all factors of time management behaviors (perceived better control of time, set and prioritized goals, planning and had an organized approach to tasks and workspace). Furthermore, results from Covic et al. (2003) showed females scored significantly higher only in one factor, this being the mechanics of time management, such as making lists and keeping a diary. Macan et al. (1990) found significant correlations between gender and time management, reporting that women engage in more mechanical time management behaviors than men, whereas men feel more in charge of their time management behaviors. Nevertheless, female students use time more effectively than males which can be related to the fact that they (Alay & Koçak, 2002).
Conclusion

On the basis of above finding it can be concluded that there is a significant difference between male and female students of 10+2 of Science stream, preparing for entrance exams to get admission in professional colleges for medical and engineering courses on Academic Stress. It was also found that there is a significant difference between male and female students of 10+2 of Science stream, preparing for entrance exams to get admission in professional colleges for medical and engineering courses on Time Management Skills. There is a negative and significant relationship was found between Academic Stress and Time Management Skills. So time management skills should be encouraged in students to enhance the performance and decrease academic stress level.

REFERENCES

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