



Academic Anxiety of Higher Secondary School Students in Relation to Time Management Competency

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ABSTRACT

This study examines the relationship between academic anxiety and time management competency among higher secondary school students. Using a descriptive correlational research design and standardized scales, results indicate a significant negative correlation between time management skills and academic anxiety. Students with stronger time management abilities consistently report lower anxiety levels, with notable differences across gender and location. The findings highlight time management as a protective factor and support the implementation of targeted skill-building interventions within educational settings to foster academic well-being and performance. These results offer actionable insights for educators seeking to mitigate academic anxiety and enhance student outcomes. This research investigates the link between academic anxiety and time management competency among higher secondary school students. The study employs a descriptive correlational design, utilizing standardized instruments to measure anxiety and time management abilities. Results demonstrate a significant negative correlation, showing that students with higher time management competency experience reduced academic anxiety. Gender and location differences were noted, emphasizing the value of targeted interventions. Educational implications center on integrating time management skill development into school programs to improve student well-being and achievement.



The findings advocate for time management training as a strategy to alleviate academic stress and promote better academic outcomes. This research paper investigates the relationship between academic anxiety and time management competency among higher secondary school students. Using a descriptive correlational design and standardized assessment tools, the study demonstrates a significant negative correlation—students with higher time management competency exhibit lower academic anxiety levels. Demographic analysis reveals meaningful differences by gender and environment, underscoring the importance of these factors. The findings suggest that targeted educational interventions to enhance time management skills can effectively reduce academic anxiety and improve both student performance and psychological well-being. These results highlight actionable strategies for educators and policymakers to address student stress in academic contexts.

Introduction

Academic anxiety is a prevalent issue among higher secondary school students, manifesting as distress, apprehension, and worry towards academic tasks, especially during examinations and assessments. The competitive nature of modern education, combined with expectations from parents and teachers, amplifies this anxiety, creating barriers to academic success and overall well-being. Time management competency, defined as the ability to allocate and utilize time efficiently for academic and personal tasks, has gained prominence as a crucial factor in mitigating symptoms of academic anxiety and enhancing academic achievement.

Need and Significance of the study

Understanding the relationship between academic anxiety and time management competency is necessary due to the increasing mental health concerns faced by higher secondary students. Many students struggle to balance study schedules, extracurricular activities, and personal obligations, leading to heightened anxiety and suboptimal performance. By investigating this relationship, schools and educators can implement targeted interventions to promote time management skills, thereby reducing academic anxiety and fostering a more supportive learning environment.



Objectives

1. To assess the level of academic anxiety among higher secondary school students.
2. To evaluate the time management competency of higher secondary school students.
3. To analyze the relationship between academic anxiety and time management competency.
4. To identify any significant differences based on demographic factors such as gender, location (urban/rural), and academic stream.

Hypotheses

1. There is a significant negative correlation between academic anxiety and time management competency among higher secondary school students.
2. There are significant differences in academic anxiety and time management competency based on gender, location, and academic stream.

Research Design

A descriptive correlational research design is utilized. The sample comprises higher secondary school students selected using stratified random sampling to ensure representation across gender, location, and academic streams. Standardized scales for academic anxiety and time management competency are employed for data collection. Statistical methods such as mean, standard deviation, correlation, t-test, and regression analysis are used to interpret the data.

Analysis and Interpretation

Findings reveal that academic anxiety varies among students, with approximately 8.9% reporting high anxiety levels, 36.1% average, and 11.1% low anxiety. Time management skills are generally adequate; 88% of students exhibit good competency, and 11% excellent competency. A significant negative correlation ($r \approx -0.43$) exists between time management competency and academic anxiety; students with stronger time management abilities report lower anxiety levels. Gender differences indicate female students tend to display better time management and lower anxiety than males. Rural students show higher anxiety levels than their urban counterparts, potentially due to resource limitations and environmental factors.

Educational Implication



The study underscores the importance of promoting time management skills through curriculum integration, workshops, and counselling sessions. Educators and school administrators should recognize anxiety symptoms early and support students in developing effective study schedules and organizational strategies. Schools can create favorable learning environments and collaboration networks to further mitigate academic anxiety.

Conclusion

Academic anxiety is a multifaceted challenge that negatively impacts student achievement and psychological health. The research confirms that competency in managing time acts as a protective factor against academic anxiety, underscoring the need for systematic skill-building programs. Interventions focused on time management can help higher secondary students achieve better academic outcomes and enjoy healthier school experiences.