

Time Management and Relationship between Academic Performance and Stress Level of postgraduate College Students: With Special Reference to Kanchipuram District

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Abstract

Academic performance of the students is highly questionable. Stress refers to the availability of any distracting element in an environment. This "Environment" may refer to an Organization, Industry or any other Work Place depending upon the study undertaken. The present study is undertaken with an aim to study about Time Management and its relevance to Stress, Gender and Academic Achievement among the sample MBA Students, with special reference to KANCHIPURAM region. Recent studies have stated that the students, especially MBA students face the problem of improper time management and as a result they are faced with a varied amount of Stress. Many factors such as Mixture of students (students with various UG background opt for MBA), Attitude of students, Socio Economic Factors, etc constitute to stress. Apart from the problem of facing stress improper time management also pose a challenge to the Academic Achievements of the Students. This study would deal in detail about the various above said issues and as a result measures would be suggested to overcome the problem of improper time management.

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I. INTRODUCTION

Time Management Defined

The modern concept of time management - the act of preparing the quantum of time you spend on variety of activities - really began with Frederick Taylor's scientific management techniques. His goal was to improve worker productivity. To do this, he conducted time and motion studies and began to concentrate on the

best ways for jobs to be performed to maximize the tasks completed in a given amount of time. [1]

Stress Defined

In a nutshell, stress is a person's physical and psychological reaction to a perceived or total demand for change. The overall demand itself is called a stressor. The steps that are taken to resolve or avoid the stressor are known to as coping. Stressors, stress, and coping can be healthful, harmful, or somewhere between. [2]

Examples of Students' Stressors	Examples of Students' Coping Strategies
Coursework Professors or Instructors Job Boss or Supervisor Parents Romantic Partner Children Other Relatives Money Uncertainty or Insecurity about the Future Pace of Change Less Stable Personal and Social Structures Cynicism about Government & Politics Distrust of Authority "Finding" or Defining Themselves Sleeping Too Little	Study More Work Harder Get Another Job (Additional or Change) Talk to Family Talk to Friends Talk to Clergy, Profs, Advisors, Therapists... Drink Alcohol Use other drugs Take prescribed psychotropic medications Socialize and Party More Drop Classes or Take Incompletes Withdraw from the University Denial Narrow their Focus Distractions (games, tv, movies) Sleep

II. OBJECTIVES OF THE STUDY

- To enumerate the relationship between Gender and the Level of Stress Faced due to Improper Time Management
- To portray the relationship between Level of Stress Faced due to improper Time Management and Academic Achievement of Students
- To find out the most Important Problems Faced/ Mistakes done and the Types of Stress Faced due to time management
- To suggest possible measures to overcome the problem of improper time management to the MBA Students

III. REVIEW OF LITERATURE

A disturbing trend among college students health is the reported increase in student stress nationwide (Sax, 1997). Stressors that are affecting students can be categorized as academic, financial, time or health related, and self-imposed (Goodman, 1993; LeRoy, 1988). Academic stressors consist of the student's perception of the extensive knowledge base required and the

perception of an inadequate time to improve it (Carveth, Gesse, & Moss, 1996). Students report experiencing academic oriented stress at predictable times each semester with the largest sources of academic stress resulting from preparing and studying for exams, grade competition, and the huge quantum of content to master in a small proportion of time (Abouserie, 1994; Archer & Lammin, 1985; Britton & Tesser, 1991; Kohn & Frazer, 1986) [3]

When stress is confined negatively or becomes excessive, students experience physical and psychological disparities (Murphy & Archer, 1996). Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Blake & Vandiver, 1988; Mattlin, Wethington, & Kessler, 1990). Leisure satisfaction is defined as the positive feeling of contentment individual perceives as a result of meeting personal wants through leisure activities (Seigenthaler, 1997). Although relationships among several leisure domains and perceived stress have been analyzed in a combination of

settings involving retirees to school-related setup (Kabanoff & O'Brian, 1986; Kaufman, 1988; Pickens & Kiess, 1988; Ragheb & McKinney, 1993; Tice & Baumeister, 1997), relationships between free time satisfaction and academic stress of college students have not been answered directly. The only scientific research that specifically related leisure time satisfaction to academic constrains was that of Ragheb and McKinney (1993), who established a negative association between academic stress and leisure satisfaction. A limitation of this study, however, was that it measured academic stress using seven items that were extracted inclusively from occupational stress inventories.[3]

The concept of time management is eventually defined in terms of clusters of behavior that are deemed to escalate productivity and alleviate stress (Lay & Schouwenburg, 1993). Efficient time management strategies increase academic results (Campbell & Svenson, 1992) and are frequently suggested by academic assistance personnel as aids to enhance achievement for post graduate college students. Productive study methods are characterized by "time management" and "strategic studying" (Entwistle & Ramsden, 1983; Kirschenbaum & Perri, 1982). Although programs emphasize starting huge tasks well before due dates, breaking down large work into small ones, and doing small tasks on a usual schedule, students regularly ignore these techniques and find themselves in great distress before exams (Brown, 1991).[3]

Research has stated evidence for the multidimensional nature of the time management construct (Britton & Tesser, 1991; Macan, Shahani, Dipboye & Phillips, 1990). In the present paper, time management was conceptualized in terms of planning goals and priorities, the use of methodologies (like listing priorities), preference of an organized workplace, and the perceived control of time. These components of time

management were taken from Macan, et al. (1990).[3]

The above literature denotes that the tendency to structure an individual time and leisure satisfaction may be a crucial factor in reducing academic stress. The purpose of this study was to look at the interrelationship (and predictors) of college students' academic stress with anxiety, time management, and leisure satisfaction. It was hypothesized that educational stress would show a major positive correlation with difficulty and a significant negative correlation with self-reported time management behaviors and leisure satisfaction of college students. An individual engaging more often in time management behaviors will report fewer physical and psychological signs of stress. The greater satisfaction with leisure that students indicate, the lower their perceived academic stress will be. A secondary purpose of this research was to analyze the differences in the study factors by gender and age. Since college women and older students report significant time management skills than college men and adolescent students (Trueman & Hartley, 1996), we hypothesized that girl and older students would have effective time management attitude and consequently minimum academic stress and anxiety.[3]

Tanriogen and Iscan (2009) determined the time management behavior and skill levels of Pamukkale University students and the impacts of these skills on their academic achievement. The findings demonstrated that a significant of Pamukkale University students possess optimum level time management skills and only a significantly less portion have high level of time management skills.[4]

Also, according to the results, the prediction level of time management skills for academic significance is 7.9 percent. Necati & Sevil (2010) carry out a study to determine the relationship between the time

management skills and academic results of students who are potential teachers studying in faculties of education. The research was conducted among 849 undergraduate students in the Faculty of Education at Gazi University. The result showed that there was a meaningful and optimum relation between time management and academic achievement. The relative importance order of the predictor attributes on academic achievement, according to the standardized regression coefficient, was time consumers, time planning, and time attitude; each of the three factors had insignificant predictor effect on the academic achievement of the students.[4]

In a research conducted by Sevari and Kandy (2011), the impact of time management skills on self-perspective and academic performance was examined. The results from the study showed that the training of time management skills to increase academic performance and self-efficacy is influential. Swart et al. (2010) explored the relationship between time management skills and the academic achievement of African engineering students.[4]

The results of this study were applied to various tests, which indicated no statistically significant relationship between time management skills and the academic achievement of African engineering students. A study performed by Nonis, et al. (1998) explores the Influence of perceived control over time on college students' stress and stress-related outcomes. Data was collected from 164 business students. The results showed that students who perceived themselves as having a high level of control over their time they experienced lower level of stress, higher level of academic performance, problem-solving ability, and health than those who believed themselves to be less in control over their time.[4]

IV. METHODOLOGY

Research Type-Descriptive Research

Sampling Technique-Convenience Sampling

Sample Size: The sample size chosen for the study is 50

Data Collection Technique

- Primary Data Collection

The primary data required for the studied is collected through a structured questionnaire consisting of both open ended and closed ended questions aimed at gathering significant input

- Secondary Data

The secondary data collected for my studied is collected through RBI website, books and magazines

Pilot Study

To check the validity and reliability of the questionnaire, it was circulated among 10 respondents and its efficiency cum relevancy was checked

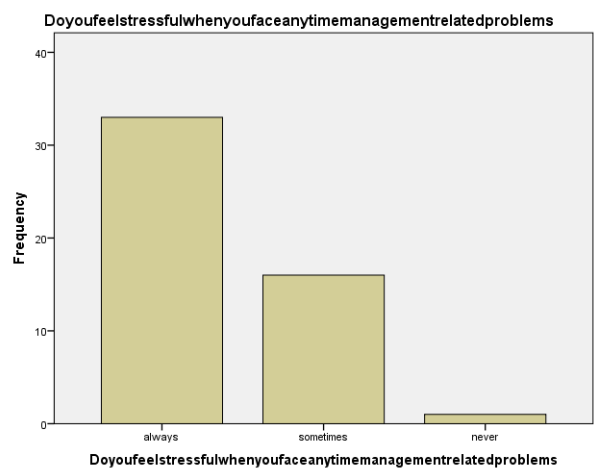
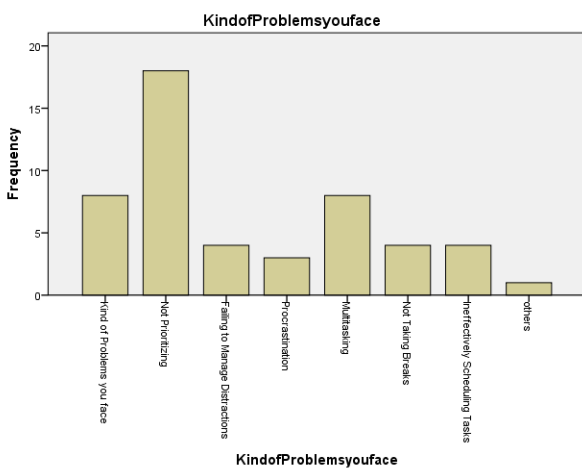
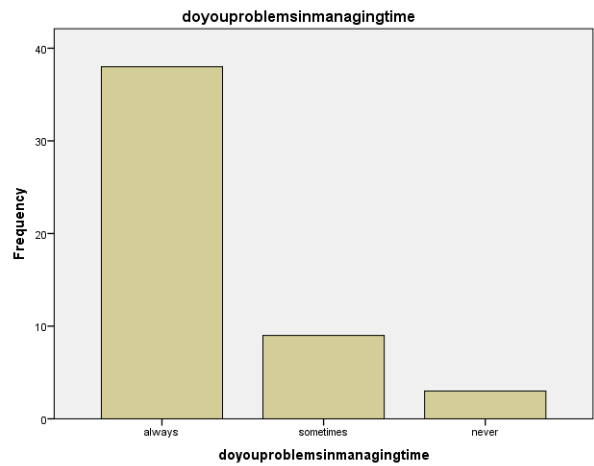
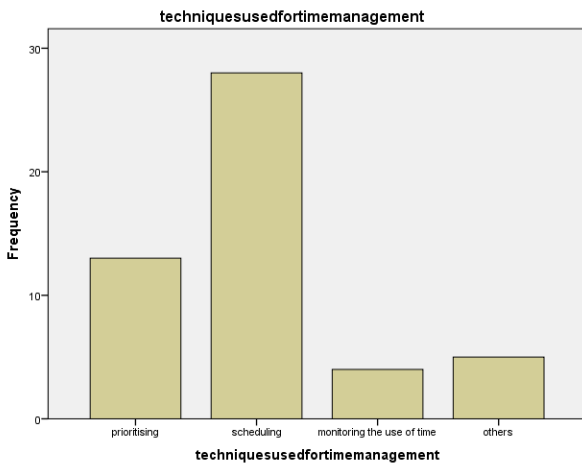
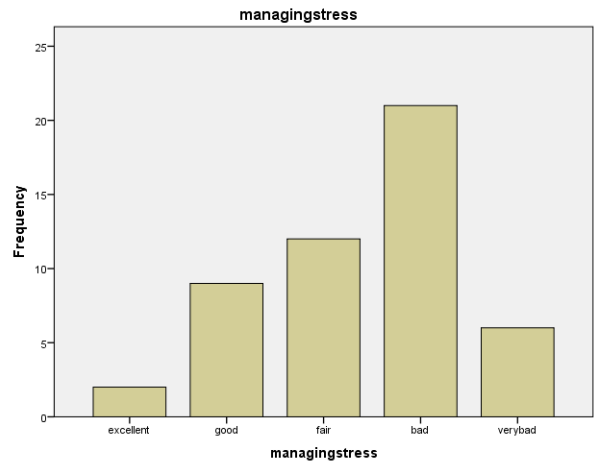
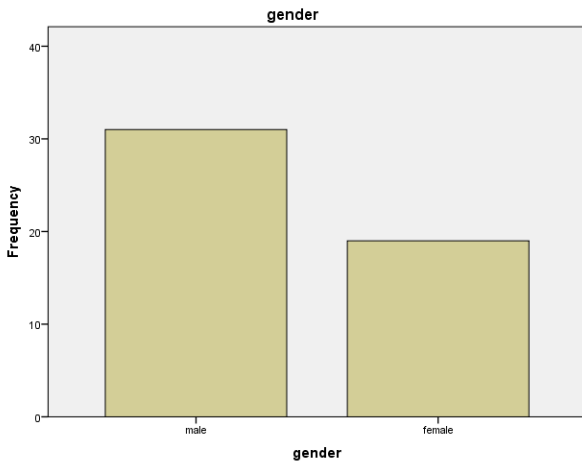
Method of Analysis

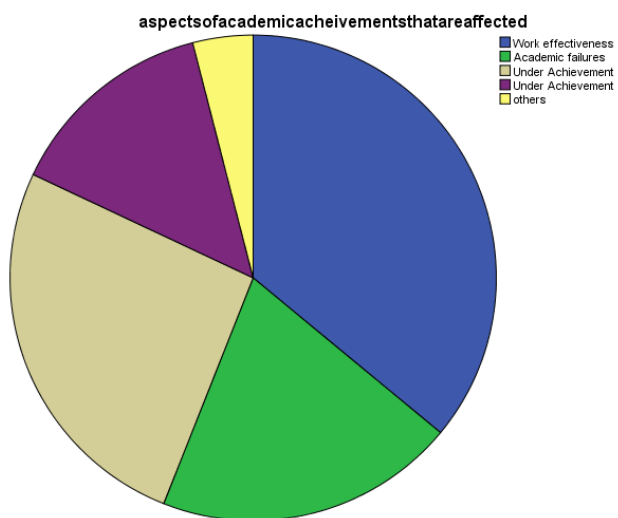
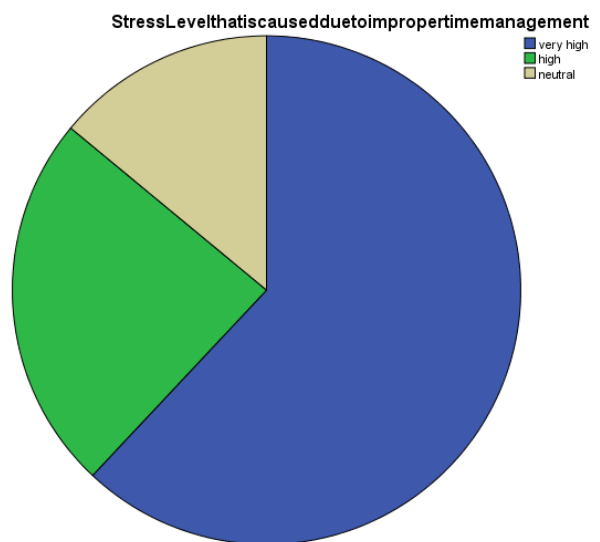
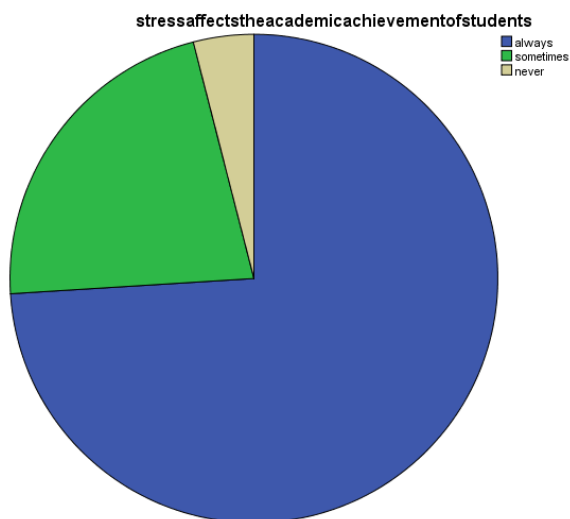
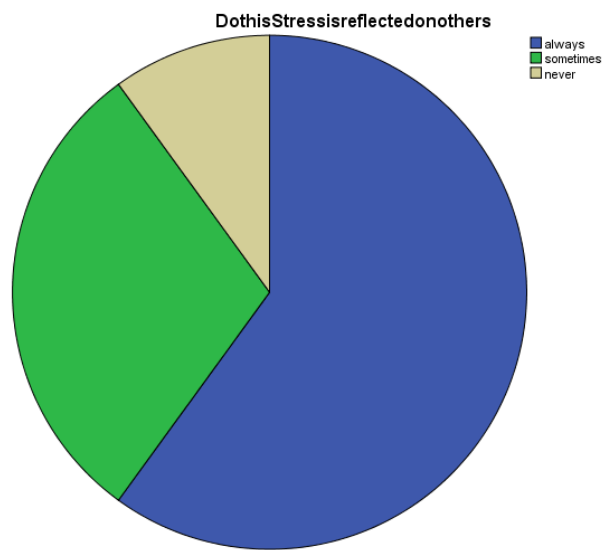
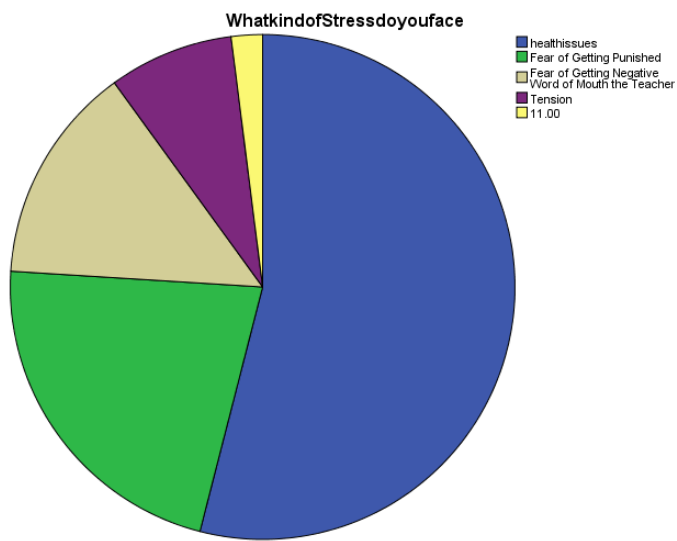
Techniques such as Correlation, Chi Square Test and Henry Garrett Method are used to analyze the Problem.

V. HYPOTHESIS TO BE TESTED

1. H_0 : There is no relationship between the Gender of the Respondents and the level of stress faced
 H_1 : There is relationship between the Gender of the Respondents and the level of stress faced
2. H_0 : There is no relationship between the level of stress faced and Academic Achievement due to improper time management.
 H_1 : There is relationship between the level of stress faced and Academic Achievement due to improper time management.

ANALYSIS





STATISTICAL ANALYSIS

CORRELATIONS

		gender	Stress Level that is caused due to improper time management
gender	Pearson Correlation	1	.913**
	Sig. (2-tailed)		.000
	N	50	50
Stress Level that is caused due to improper time management	Pearson Correlation	.913**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Inference

Since the value of r is positive (0.913), it is concluded that there is a positive relationship between the gender of the respondents and Stress Level that is caused due to improper time

management. The Level of Stress caused due to improper time management would differ from Male to Female.

CHI SQUARE TEST

Test Statistics

		Stress Level that is caused due to improper time management	Stress Level that is caused due to improper time management
Chi-Square		19.240 ^a	39.640 ^a
Df		2	2
Asymp. Sig.		.000	.000
	Sig.	.000 ^b	.000 ^b
Monte Carlo Sig.	95% Confidence Interval Lower Bound	.000	.000
	Upper Bound	.058	.058

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.7.

b. Based on 50 sampled tables with starting seed 2000000.

VI. INFERENCE

Since the calculated values are higher than the table value it is concluded that there is relationship between the level of stress faced and Academic Achievement due to improper time management among the students.

VII. FINDINGS

Findings related to the socio economic factors and other general factors of the study are as follows;

- Majority of the respondents are Male

- Majority of the respondents are Bad at Managing their time
- Majority of the respondents prefer Prioritizing technique to manage their time
- Majority of the respondents Always face problem in managing their time
- Majority of the respondents face Problem / does mistake in prioritizing
- Majority of the respondents always feel stressful when they face problem during time management
- Majority of the respondents suffers from Health Issues due to Stress
- Majority of the respondents has said that they always reflect this stress on others (friends/parents etc.)
- Majority of the respondents feel that they are exposed to high level of stress due to ineffective time management
- Majority of the respondents strongly agree that this stress affect their academic achievements
- Majority of the respondents suffer from work ineffectiveness due to the presence of above stress
- Majority of the respondents have taken some steps to overcome the problem of in effective time management
- Majority of the respondents have decided to avoid last minute preparation as it would be a better step to overcome the problem of in effective time management

VIII. STATISTICAL FINDINGS

- It is inferred from the correlation analysis that The Level of Stress caused due to improper time management would differ from Male to Female.
- It is inferred from the Chi Square analysis there is relationship between the level of stress faced and Academic

Achievement due to improper time management

- It is inferred from the Henry Garret Method that the most important Mistake/problem faced by respondent during time management is Not Prioritizing and Most important effect of stress on academic achievement is reflected in the Work in effectiveness of the students

IX. CONCLUSION AND SUGGESTIONS

To conclude there is no arguing that MBA students are busy. Juggling responsibilities between business school, work, family, and a social life is no easy task, and often one that can leave even the brightest and resourceful MBA student sleep-deprived, miserable, and stressed. Learning how to effectively manage time is the best way for MBA students to succeed both in school and in life.

Here is a list of easy-to-follow techniques to help a MBA student improve their time management skills:

- Make clear goals
- Plan your day
- Make time for fun
- Prepare for the mornings
- Rest

Time management is an essential skill for every MBA student and future business leader. Although business schools may not necessarily teach MBA students how to manage their time directly, they do provide the environment in which to develop these crucial skills that will lead to success in business school and beyond. The more successful MBA students will make use of this opportunity and learn to better manage their time. Others will continue to wallow in their stress and frustration.

X. REFERENCES

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