



NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
GENERAL PSYCHOLOGY PROGRAM

**RELATIONSHIP BETWEEN EXAMINATION ANXIETY  
AND TIME MANAGEMENT AMONG UNIVERSITY  
STUDENTS'**

LUKA TAMBAYA

MASTER'S THESIS

NICOSIA  
2019

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THESIS SUPERVISOR  
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NICOSIA  
2019

## **ACCEPTANCE/APPROVAL**

We as the jury members certify the “Relationship between Examination Anxiety and Time Mangement on University Students” Luka, Tambaya defended on 28/01/2019  
Has been found satisfactory for the award of degree of Master.

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## DECLARATION

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## **ABSTRACT**

### **RELATIONSHIP BETWEEN EXAMINATION ANXIETY AND TIME MANAGEMENT AMONG UNIVERSITY STUDENTS**

Management of time is a skill needed by university students, so that it will reduce examination anxiety. The objective of this study is to investigate the relationship between examination anxiety and time management among university students. A correlational study was used and the research was carried out in Ahmadu Bello University Zaria and Kaduna state University in Kaduna state, Nigeria. Two instruments were used, cognitive test anxiety scale developed by Cassady and Johnson, time management scale developed by Britton and Tesser. The result revealed that there is a significant positive and weak relationship between examination anxiety and time management. "The study concluded that students skills to manage their time is associated with examination anxiety. Although students planned their time in line with their priorities, they need professional help on how they should manage time effectively".

**Keywords : examination anxiety, time management, university students**

## ÖZ

### ÜNİVERSİTE ÖĞRENCİLERİNDE SINAV KAYGISI VE ZAMAN YÖNETİMİ ARASINDAKİ İLİŞKİ

Zaman yönetimi, sınav kaygısını azaltan üniversite öğrencilerinin ihtiyaç duyduğu bir beceridir. Bu çalışmanın amacı üniversite öğrencilerinde sınav kaygısı ve zaman yönetimi arasındaki ilişkinin araştırılmasıdır. İlişkisel tarama deseninde yürütülen tezde iki değişken arasındaki korelasyona bakılmıştır. Araştırma Nijerya Zaria bölgesindeki Ahmadu Bello Üniversitesi ve Kaduna Eyaleti Üniversite öğrencileriyle gerçekleştirilmiştir. Çalışmada bilişsel kaygı ölçeği (Cassady ve Johnson, 2002) ve zaman yönetimi ölçeği (Britton ve Tesser, 1991) kullanılmıştır. Araştırma sonuçlarına göre .sınav kaygısı ile zaman yönetimi arasında anlamlı ancak zayıf pozitif bir ilişki vardır. Çalışmada üniversite öğrencilerinin zamanı yönetme becerilerinin sınav kaygısı ile bağıntılı olduğu sonucuna varılmıştır. Her ne kadar öğrenciler zamanlarını öncelikleri doğrultusunda planlasalar da, zamanı etkili kullanma konusunda profesyonel yardıma ihtiyaç duymaktadırlar.

**Anahtar kelimeler:** zaman yönetimi, sınav kaygısı, üniversite öğrencileri

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## **ABBREVIATIONS**

**EAQ** – Examination anxiety questionnaire

**TMQ** – Time management questionnaire

## **1.CHAPTER**

### **INTRODUCTION**

Anxiety comes in various forms such as worry and restlessness and it expresses itself as a major emotional component of humans. When this emotion becomes evident; with relation to an examination or appraisal, which is called examination anxiety (Adewuyi, Taiwo & Olley, 2012). They defined anxiety as a state of exaggerated fear, restlessness, misery or fear of a forthcoming danger that triggers various behaviors' as a form of defense mechanism. Anxiety is accompanied by some physiological implications which can amplified heart rate, sweating palms, shivering with various reactions which can endanger threat to self-confidence or self-worth, which affect university students in a given examination. Anxiety can also be referred to as a heightened state of unpleasant feeling synonymous to extreme fear, including sensation of threats, unclear meaningless fear, a situation of restlessness and a general sensation of nervousness (Syokwaa, Aloka & Ndunge, 2014). Anxiety could also be viewed as a situation where a person is apprehensive about uncertainty or set of circumstances (Huberty, 2009)

The Challenges of examination anxiety is becoming increasingly serious, causing great concern. Examination anxiety can affect learning efficiency and examination performance. Even the most prepared student can experience stress due to examination unfortunately, which can have a negative impact on university students. ( Elazizi, Nermin &Sanaa, 2012 ).

According to Elazizi et al. (2012), examination anxiety can be considered as the psychological and emotional reactions to a possibly unpleasant consequence as a result of performance on examination or in an evaluative situation. Examination

anxiety could also be seen as the combined effect of physiological, over-arousal, tension and somatic symptoms in addition to worries, dread, and fear of failure that happens prior or during examination situations (Okogu, Osah, & Umodjere, 2016). Anxiety before an examination is a normal feeling, however, when it becomes too much, it may be harmful (Dobson, 2012). Examination anxiety comes with various symptoms; that includes insomnia or lack of appetite, palms become sweaty, craving for different food, and lack of concentration (Huberty, 2009). There are certain symptoms that result from examination anxiety which could be due to the fact that they are not well prepared, memorizing the day prior to the examination date, inadequate studying pattern, lapses in keeping, or the test not being properly organized (Akanbi, 2013).

The majority of the analyses carried out on the structure of examination anxiety revealed two distinctive features namely: emotional and psychological test anxiety (known to be called emotions and worrying). Even earlier studies that applied a one-dimensional evaluation of test anxiety, supports the notion of at least two manifestations of examination anxiety (Cassady & Johnson, 2002). Cassady (2004) suggested that Interfering anxieties experienced during evaluative situations could be due to a mixture of increased physical activities and low self esteem.

The evidence of elevated levels of psychological dimensions in examination anxiety is usually manifested by physical reactions perceived during evaluations. These include, increase in skin reactions and heart palpitations, drowsiness, feeling nauseous, or extreme sensations of fear (Eniola, 2007). Nevertheless, emotionality is a subjective response from an individual; due to the increased perceived arousal, rather than the arousal itself. In spite of the evidence supporting emotionality as an outstanding element of examination anxiety, counter argument suggests higher levels of emotionality is related to depreciating performances in a situation where these individuals experience elevated worry levels (Ayalp & Ozdemir, 2016).

Time is perceived as a valuable commodity. Although all substance and human resources that an organization owns can be improved within a certain timeframe, however one asset which remains constant, or will not be purchased or kept is time. A key factor that determines living a successful life is effective time management possessed equally by everyone, which brings much emphasis on adequate planning

(Macan, Shahani, Dipboye & Phillips, 2000). Although the task performed determines how effective and efficient time will be used and varies accordingly, a huge demand is expected from modern world employees to further increase their level of knowledge and skill necessitating effective time planning. The competitive environment in existence today encourages people from a tender age as far back as their elementary education to take time management seriously (Alay & Koçak, 2003).

Managing time can be defined as the arrangement, organization, making of schedules and plan; one's time with the goal of achieving added effective work and output. This can be the deliberate allocation distribution and structuring of time among competing demands based on priority because we cannot store time and its accessibility cannot be amplified over twenty four hours (Adebayo & Omojola, 2015).

Aduke (2015) defined time management as a set of values, practice, ability, tools and structure that are combined to help the individual achieve more values out of their timeframe with the goal of advancing the excellence of their lives. He asserted the notion that time management is usually an individual's challenge. Daily life should not be taken as a gamble and time allocation to every activity will be of tremendous benefit. In contrast to other things, time lost is never regained.

Time management performs an important task in increasing the scholar's academic performance and achievements. Every student is expected to have the ability to manage time effectively, which includes prioritizing activities in line with one's goals, and scheduling of daily activities for efficient time usage. Self-motivation in this case is a prerequisite to effective time Management (Brigitte, Claessens, Eerde, & Rutte, 2005).

There are various activities that university students carry out in recent times that can be a barrier such as procrastination, inadequate scheduling, and excessive social activity due to perceived freedom that results to mismanagement of time leading to gapping behind. However, there is no one holy grail of managing time, Nevertheless, self awareness is important in order to be able to take wise decisions about how they can manage their time in relation to their nature. Furthermore, when educational services are being provided; the issue attracts interest from several platforms, triggering attempts to assess and analyze behavioral attitudes of students with

regards to time and time management in educational institutes (Nasrullah et al, 2015).

This study will attempt to give the analysis of time management's (positive or negative) relationship; to examination anxiety among university students'. It will also assist in some decision-making about how to make use of our time more effectively.

### **1.1 Problem statement**

Students of Higher Institutions are frequently associated with examination anxiety more so for a developing country like Nigeria. Time management is a key factor affecting the university students. This may include but not limited to absence or delay in coming to school due to certain social responsibility dividing the student's attention from studies due to poor economic situation. Technology is another dimension causing interruption during lecture hours in the form of receiving lengthy phone calls, texting, social media, including hanging out with friends resulting in postponement of assignment. All these can result to inadequate preparation for examination, which could lead to Exam anxiety and stress. Examination bodies in recent times have focused interest on the current poor academic performance of students. Therefore, examination anxiety and time management has become a social problem that has great consequences on a number of students in Nigerian universities. Urgent attention is needed for the survival of education in Nigeria. This study will attempt to investigate the relationship between examination anxiety and time management among university students in Kaduna state, Nigeria.

### **1.2 Aim of the study**

The general aim of this study is to investigate the extent to which examination anxiety and time management affects university students. For this reason this research sets out to give answers to the following questions:

1. Are the demographic variables (age, gender, marital status, income, accommodation facility) of the participants related to examination anxiety?
2. Are the demographic variables of the participants (age, gender, marital status, income, accommodation facility) related to time management strategy?

3. Is there any relationship between examination anxiety and the time management strategy of the students?

### **1.3 Importance of the study**

The results of this research would significantly contribute to the current literature on the relationship between time management and examination anxiety among university students with theories and practices. Moreover, the outcome and recommendation of this study will form a base for lecturers to develop strategies for managing time and anxiety on examination situation or negative performance expectations as these affect students' academic success in universities.

Furthermore, this study might be significant to Guidance Counselors since it will provide them with a reference point to proffer meaningful advice to students pertaining examination preparation and examination taking toward improving their success in examination. This study may also be significant to students in developing strategies to manage their time properly in reducing examination anxiety to a beneficial level, putting into consideration factors including good study habits in students.

Finally, the results from this study will practically provide a clearer understanding of time management and examination anxiety's ideas, and its relationship to the university student's, which could be of practical application to students in overcoming anxiety in examinations.

### **1.4 Limitations of the study**

It is common in any research to face some impediments and limitations. Hence, the study cannot be generalized to the similar universities in Kaduna state, due to the fact that, the study was narrowed to Ahmadu Bello University and Kaduna state University among the many universities in Kaduna state, because of time and financial constraints which made it difficult to conduct a survey of all the Universities in Kaduna state in order to come up with a general conclusion.



### 1.5 Definitions

**Anxiety:** This refers to an emotional state whereby people have a sense of uneasiness, apprehension, or fear. Individuals normally experience anxiety through events they cannot control or foresee, and events that threatens them and causes them danger (Oludipe, 2009).

**Examination anxiety:** This refers to a hyper-arousal condition that result in psychological, emotional and academic change that prevents student-teachers in universities from effective utilization of previously learned information while taking an examination (Stober, 2004

**Time management:** is defined as the arrangement; organization, making of schedules and plan; one's time with the goal of achieving added effective work and output (Adebayo & Omojola, 2015).

## **2.CHAPTER**

### **THEORETICAL FRAMEWORK, RELATED LITERATURE REVIEW**

The review is discussed under the following sub-headings: Conceptual framework (Anxiety, Examination anxiety and time management), causes of examination anxiety, dimension of time management, theoretical frame work of the study, relationship between examination anxiety and university students, relationship between time management and university students, and the review of relevant studies.

#### **2.1. Concept of anxiety**

Adewuyi, Taiwo and Olley (2012) defines anxiety as a state of exaggerated nervousness, restlessness, misery or fearing an unavoidable danger which triggers sets of behaviors which includes defense strategies. Anxiety has some physiological implications such as increased heart rate, sweating palms, shivering and other reactions that might threaten self-confidence or self-efficacy. Anxiety is defined as a state of emotional unease, apprehension, or fear (Oludipe, 2009). Anxiety is experienced by people when faced with events beyond their control. Sometimes unpredictable, threatening or dangerous events can also trigger anxiety.

Adewuyi et al. (2012) identified four components of anxiety as cognitive, emotional, behavioral and physiological. The cognitive is related with the thought pattern of the individual in most cases can be negative and irrational for example. “:I Cannot pass this examination” I must get “A:” in this course or else I am finished or I am a failure”. The cognitive response has to do with absence of concentration and restlessness. This results into the emotional stage of embarrassment, disappointment, sadness

and worry. Behaviorally, such anxious individual can begin to walk quickly, pick two things at the same time or be looking for what that is very near him/her such individual become tensed or stressed-up. Physiological response to anxiety may include perspiration, dryness of mouth, increase urination, rapid heartbeat and loss of appetite among others.

Anxiety can be expressed in levels of low, moderate and high. There is positive anxiety, which could be an antidote to high academic performance whereas negative and uncontrollable anxieties leading to poor academic performance. Positive anxiety is a motivational trigger for students to study harder and adequately prepare for an exam. In this case, anxiety fuels accomplishments in life and it is majorly of moderate level (Busari & Osiki, 2001).

## **2.2. Concept of examination anxiety**

Okoli (2002) examination anxiety is a feeling of unease or apprehension-experienced prior, during, or after an examination due to concern, worry or fear. Examination anxiety is a psychological and physical condition with somatic features, emotions, cognition and behavioural consequences. Other definition is excessive worry experienced before, during and after a class test or examination (Adewuyi, Taiwo & Olley, 2016).

Ladipo (2000) is of the opinion that examination anxiety can interfere with academic performance to bring about low self-esteem, and lack of self-efficacy. Salend (2006), Examination anxiety is a physiological state experienced by people; and leads to extreme stress, anxiety, and discomfort during or prior to examination. Sansgiry & Sail (2006) defines examination anxiety as a form of reactions to stimuli which has to do with the person's experiences of test or evaluations.

According to the report on academic success in 2011, by the University of Alabama Centre for Academic Success, cited in Adewuyi et al, (2012); the physical aspects of examination anxiety are biological which has to do with hormonal, chemical and muscular changes of the body. These physiological changes within the body affect the cognitive thinking of an individual that can lead to muscular tensions, feeling

nauseous, shortened breath, sweaty hands, heart palpitations and faint feelings. All these symptoms can make memory recollection difficult during examination. High level of anxiety and lack of self efficacy will result to poor academic performance among university students which is the basis of this study. However, anxiety's physiological reactions; is the student's mental thinking of examination. This has to do with mental expectations in words, pictures and illustrations about the test. If it positive with high study habits, it reduces examination anxiety and when it meets negative thinking with poor study habit, poor time management, poor attendance in the school and poor teaching methods, it leads to poor academic performance. The student's psychological state produces a relative emotional reaction towards examination (Olaoye, 2009).

### **2.2.1. Causes of examination anxiety**

The cause of anxiety disorder is not obvious; they originate from different causes such as biological, psychological, and social factors (Karimi & Venkatesan, 2009).

**Genetics and Neurobiological factors:** Erbe (2007) suggests that anxiety disorders are present in families. This implies that the child and the close relations of individuals with disorders are more prone anxiety disorders in comparison to others. Genes can be inherited that make certain people more vulnerable to anxiety. The presence of these genes does not automatically cause anxiety, rather the genes increases various anxiety disorders when triggered by certain psycho-social factors. Certain brain functions also appear to be susceptible to anxiety. Neurotransmitters, which are chemicals present in the brain, enable communication between neurons, or brain cells. Gamma-Amino Butyric Acid (GABA), one of such transmitters appears assist in modifying one's anxiety level. When the level of GABA is low, high levels of anxiety are observed. (Akanbi, 2013).

**Psychological Factors:** A number of models have been proposed by Psychologists to explain anxiety. One of such models is from a 19<sup>th</sup> century Austrian psychoanalyst Sigmund Freud in Nicholas (2009) proposed the notion that anxiety is a result of inward and lifeless conflicts. He opined that an individual's mind have the tendency to repress thoughts about how the person feels uncomfortable. Anxiety disorders are

the result of this repression, which he termed neuroses. However, in recent times, Freud's model of anxiety has been challenged by behavioural researchers with a counter model that believe anxiety level of individuals is related to the extent to which the individual believes they can predict or control events. For instance, children raised by overprotective parents tend to have little control over events, may develop limited confidence in their ability to handle problems in adulthood, which could lead to anxiety. (Berk and Nanda, 2006). Furthermore, behavioural theorists are of the opinion that anxiety can be learnt from role models such as parent in the case of children.

**Social Factors:** Although certain individuals susceptible to anxiety as a result of their biologically and psychologically nature, social factors are the main triggers of anxiety. Some of these triggers could be going through divorce, start a new job, or move to a new school. Furthermore, social factors seem to determine how a person expresses anxiety. For instance, it is accepted in many cultures for women to freely express emotion and anxiety but the opposite is expected from men. (Sapp, 2004).

**Educational Factors:** Sitzmann and Ely, (2011). suggested causes of examination anxiety to include, uncomfortable examination halls, the examiner's unfriendly behavior among others and internal factors like preparing poor test questions, insufficient description of the contest, lack of clarity in exam instructions, lack of lecturers' dedication and resourcefulness, lack of appropriate use of suitable teaching methods and lack of teaching experience on the part of the lecturers. However on the side of the students, poor test taking skills, backward students' knowledge base, inadequate problem solving skills, inability to effectively manage time, poor study habits, among other things could cause anxiety in students during examinations. According to Cassady (2004), causes of examination anxiety consist of the following: poor duty orientations and preparations, negative thoughts, avoiding social support, inappropriate relaxation exercises, guided imageries, self training, negative Anchors, poor mental simulations, improper use of humor. Jerrel and Ronald (2001) asserted students exhibit anxiety in quantitative subjects and subsequently perform poorly, while students even at high anxiety achieve high scores in qualitative subjects.

### **2.3. Concept of time management**

University students have many determinants with time management one of the major ones. University students are faced with demanding schedules that keep them busy for long periods of time, which could result to stress. Some activities they perform include basic ones such as attending classes, writing assignment and exam. Some might be involved in extracurricular activities such as sports, and clubs, not to mention their personal routines and lifestyle coupled with social and family demands. A balance is needed which could be challenging and overwhelming. The ability of the student to prioritize their daily activities is a key factor of time management, and where lapses exist, anxiety is likely to develop. Such Students resort to last minute memorization resulting to limited confidence about the material covered. The ability to anticipate possible exam question and mastering the information which is as a result of constant practice will assist students to go into examination with more confidence and positive attitude. (Elazizi, Nermin & Sanaa, 2012 ).

Ogundele and Afolabi (2015) in their definition of time management view it as a process to coordinate plan, direct and control the time allocation devoted for specific activities, program responsibilities to enhance efficiency and competence in the organization.

Time management can also be referred as a method for students to manage their time to be able to gain superior academic performances as a key factor to success in their academy. Therefore, Students need to realize that giving priority to important matters is the first step of time management. Remaining focused on issues essential for success is very important. (Hamza, Lucky & Joarder, 2014).

According to Peng & Kamil, (2017) time management is the skill in which all students should not only know, but also need to know how to apply, students have a lot of tasks and have to satisfy a lot of different lecturers, and the grades for each subject are determined by the quality of academic task. Peng & Kamil (2017) stated that there are many students with poor academic success as an effect of difficulties in managing their and complain of insufficient time to perform certain task. The result is frustration and stress.

Time management involves setting goals that meets future needs, plans and priorities to be able to realize their goals (Burrus et al., 2013). Time management can be used to set goals, review and analyze time spent, time effective schedules, to prioritize and choose what to do, being focused at work, and motivating yourself to achieve your goals. With time management, an individual will become efficient to complete their tasks, setting priorities and scheduling tasks, have flexibility and power over the time. Time is the only resource, which cannot alter, cannot be retrieved when it has been used and is fully applied at the owner's appreciations. Time management is a self-management with a clear concentration on the future in determining what to do, focusing on the time assigned to the activity, with the focus on how to effectively complete activities and when is the right time for certain activities (Faisal et al, 2014).

### **2.3.1. Dimensions of time management**

Procedures and good quality planning behaviors are essential to utilization of time and time management. Time logs can be used in this case for the effective use of time, by setting goals within a time frame for short term and long term, setting, prioritizing responsibilities, writing to do lists and setting the workspace in order (Hellsten, 2012). There are various categories or groups of time saving techniques and behaviors that can contribute to some general fundamental qualities. Three types of time management behaviors include: short-range planning, long-range planning and time attitudes (Nasrullah & Khan, 2015). Short-range planning is the systematic assignment of responsibilities within a short period of time. Long-range planning competence having a long-term perspective in handling daily responsibilities taking note of significant dates and the objectives attached to those dates. (Alay & Koçak, 2003).

Long-range planning on the other hand implies having long-range objectives accompanied by disciplined routines. Numerous researchers refer to it, as perceptive preference for organization as compared to long range planning. This involves summarizing daily responsibility that require urgent execution setting a time frame according to priorities which gives one a perception of control over time enabling one to complete all activities in the long run (Winn, 2004). Studies also show that students

with goal oriented time management practices, exhibited overall superior academic success.

Short-range planning has been defined as time management activities involving daily or weekly time frame that cover activities in the form of setting daily objectives at the beginning of the day, by creating work contents based on priorities (Yilmaz et al., 2006). Short-range planning behavior has been invented by numerous studies, by short term forecast of time with a maximum period of one week or less to establish a productive relationship to their grade point average. Short range planning has been shown to be associated to good performance when fully optimized. (Noftle et al., 2007). In the same vein, numerous studies involving student control over time take into account the total time committed to the activity, an unimportant variable as shown by studies. Academic success implies the educational objective achieved by a student, teacher or institution within a set short period (Mohamed et al, 2018).

The emphasis of time management demands that a student shift their perception to: concentrate on results rather than being busy. History has shown numerous cases of people who live wasted lives in discolored doings attaining insignificant goals since they have misplaced priorities. (Mercanlioglu, 2010). They had distorted perception of how their time suppose to be spent without taking into consideration short and long term goals and realizing they do not have enough time to accomplish their daily goals (Kaushar, 2013). The theory shows that time management practice is intertwined with the individual's consciousness and attitude about time management and can be compared to the opinion of having control over time. Hence, time attitudes comprises the view of the individual that has control over time, compared to the perception that the person is managing time efficiently (Karim & Kandy, 2011).



## **2.4. Theoretical framework**

### **2.4.1. Examination anxiety theory**

Psychoanalytical theory cited in Simiyu (2012) respect the source of generalized anxiety as an oblivious struggle between the self image and Id impulse, the sense of self is anxious since it is threatened with over stimulation that it cannot control. The driving forces usually sexual or aggressive in nature are battling for expression but the self image cannot permit this since it is unknowingly fears that discipline will take place. Simiyu (2012) conception of anxiety is impacted by psychoanalytical theory which holds that the advancement of anxiety takes place within the family setting from a very long time. Thus, a child behavior is always being assessed by his parents. Since the child is subordinate to the parents, he cannot be hostile to the parents upon reproached. The child the develop a sense of blame and anxiety arousal. The test anxious child frequently pays more consideration to his own anxiety reactions in test circumstances than the task. School circumstances arouse test anxiety basically because of the similarities between their parents and teachers. Both are grown-up specialist figures with powers to perform evaluative functions and apportion rewards and disciplines. The emphasis put on good result in examination by school produce high level of examination anxiety which hinder good performance. Psychoanalytical theory is use in this study to explain the relationship between examination anxiety and university students. It examines impact of anxiety during evaluation.

The Attribution theory cited in Dobson (2012) opine that, student suppose to be in charge over the outcome of their result. Students who feel more responsible over the outcome of their result will have more motivation to complete his task. To feel in charge, students need to understand why specific result occurs. To feel in charge, students need to understand why specific result occurs. For instance, a student who has not prepared for a test and fail each week probably won't understand the purpose behind the poor performance. The other way round if the student understand that studying is vital for test, the student will be more motivated to study and do well in order to pass the test (Lim, 2007). Reason for progress or failure can be external or internal, steady or unsteady and controllable or uncontrollable. The major reasons are things that the students do that are been controlled by the

external forces. The stable causes are relied upon to happen once more while the unstable are dynamic. The controllable things can be change by the student while the uncontrollable believed to be difficult to be change (Dabson, 2012). Males are believed to be more attentive on capacity and other internal factors and females are more attentive on exertion and the external factors (Mcclure, Meyer, Garisch, Fischer, Weir and Walkey, 2011). This theory is centre around two objectives learning goals and performance goals. Those students that have learning goals are those who want to learn more and work harder to achieve their goal and as well see failure as a motivator. The students with performance goals see failure as anti-motivation ( Dabson, 2012) This theory suggest a relationship between students sense of control over the outcome of an academic task and motivation.

#### **2.4.2. Time management theory**

According to Maslow theory cited in Obijiaku (2015) stated that the efficiency utilization of time causes us to achieve higher goals, profoundly and prosperity, we see it as accommodating. For better efficiency when we surrender bigger things like plan and self satisfaction then it can be seen as a mere victory. This theory emphasize more on human needs and hierarchy that are needed to satisfy human wants. Student that is not in a good state of mine need to plan and make good use of his time. This theory talks about how a student can make use of his or her time better in other to be satisfy.

This theory is related to how students manage their time for the purpose of satisfaction. Students need to realize the purpose of his study in order to achieve his aim, investing excessive energy in a work can influence a student to lose concentration. Maslow's hierarchy of needs consist of;

Physiological need: the most important needs are food, water, sleep, shelter, sex, and breathing. Equal fulfillments are required in these areas to avoid internal and physical uneven character.

Security needs: the next level consists of security, freedom from torment or damage, emotional security, assets, family, morality, property and fairness. Affiliation needs are provoke by the strong social nature of people in which they enjoy feeling of

belongingness, friendship or been love. All these can be fulfilled by social interaction. Obijaku (2015) this type of needs build up inspirations to make meaningful relationship and gain support from others.

Esteem needs: refers to ego needs, this is what an individual ponder about himself, esteem by others is needed (Tailor, 2014).

Self actualization needs: these are unlimited needs, that are worried about recognition of self potentials since it drives individuals to do what they have not shared previously. They include critical thinking, creativity, acknowledgement of facts and spontaneity.

This theory is a useful tool for students to be effective with time management, without these needs, there will be challenges in every area of a student life.

## **2.5. Related literature review**

### **2.5.1. Examination anxiety among university students'**

Anikweze (2010), observed that test anxiety is bound to manifest among students anytime a test is given, moderate anxiety is necessary to motivate excellent performance, but anxiety promoted by lack of preparedness for test has damaging effect on learners.

Everyone may experience anxiety, and few others may become affected by it. Anxiety during minimal levels is essential for proficient functioning. However, with very high levels it may impair regular functions and performances in duties. Examination anxiety is significant in education because it helps students prepare for examinations. Excessive anxiety may affect the individual's routine in tasks that requires competence (Strawderman, 2003)

Individuals with lower examination anxiety worry less and are able to focus on their test performance. Therefore, they may perform better than individuals with high levels of anxiety. Low and moderate levels of anxiety is being related to significant higher test scores, they identified examination anxiety as one of the most serious problems students have in preparing for examination or test. They emphasized that

students generally experience an increase in tension during the time of examinations. They also observed that the announcement of examinations normally evoke serious anxiety in the students due to the significance of examination results in the support and streaming of students to another level ( Cassady & Johnson, 2002)

### **2.5.2. Time management among university students**

Time management has direct relationship with university student's. According to Olowookere et al. (2015), students' academic performance is forecasted by time management practice. Successful pupils are good time managers. Student's time is a restricted supply. Like other limited supplies, time can only be managed with more or less effectiveness. Differences between individual's time management practices have certain differences to the extent of student achievement in their school. Students with efficient time management skills are generally students who have passion to attain goals, which leads to excellent academic performance (Aduke, 2015). In different levels of education, proper time management is crucial. This is due to it will determine the direction and success of students. According to Aduke (2015), academic achievement cannot be isolated from time management because all of the activities carried out by students were completed within the time, that service learning provides a good platform for students to make use of what they have learnt and make mistakes in the process. Student's time management skills are developed and applied in learning.

### **2.5.3. Relationship between examination anxiety and time management**

Cassady and Johnson (2002) examined the effects of cognitive test anxiety on the students' academic performance and discovered that cognitive test anxiety poses an important and constant harmful effect on academic performance.

Hancock (2001) studied the results of the students' test anxiety and the teacher's assessment practice on students' achievements and inspiration at their post secondary school level. Statistically significant results were found, which reveals that

some students, especially students with high anxiety level, have poor performances and were less inspired to learn. In conclusion; when test-anxious students are opened to a higher evaluative environment in their academic institutions, they become less motivated to perform.

Khalid and Hasan (2009), conducted a study with a sample of 187 English undergraduate students to examine the relationship between test anxiety and academic accomplishments; he realized that students with good academic accomplishments produce low test anxiety scores and the other way round also.

Ndirangu, Muola, Kithuka, and Nassiuma (2009), investigated the relation between test anxiety and academic performance, they found no significant connection between test anxiety and academic output. The statistical result showed that there is no significant relationship between test anxiety and academic output in university science students. This finding disagreed with previous studies which have showed that high test anxiety influences academic performance. They therefore, concluded that academic performance of university science students depends on other factors like intelligence, school facilities and discipline and not so much on test anxiety.

Nasrullah and Khan (2015) did an investigation on the impact of time management in relation to the student's academic achievement, and they found statistically significant result which revealed that time management and academic achievement are related; they concluded that successful students are good managers.

Sayari, Revenio and Dalluay (2017), studied the relationship between time management and academic performance; they concluded that time management is significantly related to the student's academic performance; students should consider that as a priority, because it proved to be significantly correlated.

### **3.CHAPTER**

### **METHODOLOGY**

This chapter will discuss more on model of the study, population and sample, data collection tools and data analysis.

#### **3.1 Model of the study**

This study adopted a quantitative research approach using a correlational study that provide a basis for making predictions, relationships among naturally occurring variables that are assessed with the goal of identifying predictive relationships (Shaughnessy et al, 2000). Anikweze (2009) viewed correlational study to involve the collection of data within a short span of time from a sample of the targeted population. This design was considered suitable because it assisted in collecting data to establish the relationship between examination anxiety and time management among university students' in Kaduna state universities.

#### **3.2 Population and the sample**

The population of this study consist of Nigerian university students. The study was narrowed to Kaduna state universities and two universities were pick out of the four universities that is Ahmadu Bello University, Zaria and Kaduna state university, Kaduna. This study adopted convenience sampling technique to select 270 psychology students who are in their final year from the two universities.

### **3.3 Instruments**

For the purpose of this study, three instruments were used for the data collection. The first instrument is the demographic information regarding the students, the second instrument is the cognitive test anxiety and the third instrument is time management questionnaire.

#### **3.3.1 Demographic information questionnaire**

The demographic questionnaire was developed by the researcher as an instrument to collect relevant information of the respondent such as Age, Gender, Marital status, Monthly Income and Accommodation.

#### **3.3.2 Cognitive test anxiety scale**

Cognitive test anxiety scale developed by Cassady & Johnson (2002) was used, which contained 27 items, the questionnaire items are base on 4 points likert type scale given as follow,( 1) Not at all typical of me( 2) Only somewhat typical of me (3) Quite typical of me (4) Very typical of me. The coefficient level of the cognitive test anxiety scale is  $\alpha = .91$

#### **3.3.3 Time management scale**

Time management scale developed by Britton and Tesser (1991) was used, it contained 18 questions and the questionnaire items are based on 5 likert points (1) never (2) infrequently (3) sometimes (4) frequently (5) always. The coefficient level of the time management scale is  $\alpha = .80$

### **3.4 Data collection**

The questionnaires were administered by the researcher individually to the consenting students after their lectures period and retrieved immediately for analysis.

### **3.5 Data analysis**

Data entry and analysis were done by using statistical package for the social sciences (SPSS version 21) data was presented by using frequency and percentage, independent sample T – test and ANOVA were used for comparison and Pearson correlation test was used to measure the relationship between examination anxiety and time management.



## 4.CHAPTER

## RESULTS

**Table 1.**  
*Socio-demographic variables of the sample*

		n(%)
Age	17 and below	13(4.8)
	18 – 24	125(46.3)
	25 – 30	96(35.6)
	31 and above	36(13.3)
Gender	Female	113(41.9)
	Male	157(58.1)
Marital Status	Single	218(80.7)
	Married	44(16.3)
	Others	8(3.0)
Monthly Income	€50 - €100	36(13.3)
	€101 - €150	33(12.2)
	€151 - €200	45(16.7)
	€201 - €250	26(9.6)
	€251 and above	130(48.1)
Accommodation	live with my parents	23(8.5)
	live in a flat or house alone	43(15.9)
	live in flat or house with my friends	168(62.2)
	stay in the dormitory	36(13.3)

From the research carried out, it revealed that the socio-demographic variables of the sample from table 1 above shows that age group 18 – 24 years had the highest percentage as 46.3%, 25 – 30 years 35.6%, 31 and above 13.3% and 17 and below

had the minority with 4.8%. Also, 58.1% of the participants were male and 41.9%, are female. It is also observed that 80.7% of the participants are single, while 16% are married and 3.0% are others. The monthly income of the participants €251 and above with the highest percentage of 48.1%, €151 - €200 having 16.7%, €50 - €100 13.3%, €101 - €150 with 12.2%, and €201 - €250 9.6%. Finally majority of the participants live in flat or houses with their friends which were 62.2%, 15.9% live alone, 13.3% stay in the dormitory and 8.5% live with parents.

**Table 2.**

*Comparison of anxiety scores according to the gender of the participants*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>T</b>	<b>P</b>
Female	113	59.09	11.87	0.560	0.514
Male	157	58.32	10.83		

Table 2 related to the comparison of anxiety scores according to the gender of the participants using t-test method revealed that there was no statistical significant difference between the anxiety scores and gender of the participants (  $t = 0.560$ ,  $P > 0.05$ )

**Table 3.**

*Comparison of anxiety scores according to the age of the participants*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>F</b>	<b>P</b>
17and below	13	60.69	11.61	3.089	0.028
18 – 24	125	60.08	10.74		
25 – 30	96	58.29	12.44		
31and above	36	53.86	8.17		

Comparison of the anxiety scores according to the age of the participants using ANOVA revealed that there is a statistical significant difference between anxiety and age of the participants (  $F = 3.089$ ,  $P < 0.05$  ). An advanced analysis using tukey method revealed that the anxiety scores of ages 17 and below (  $60.69 \pm 11.61$  ) is

significantly higher than the score of ages 18 – 24 (  $60.08 \pm 10.74$  ), 25 - 30 (  $58.29 \pm 12.44$  ) and 31 and above (  $53.86 \pm 8.17$  ).

**Table 4.**

*Comparison of anxiety scores according to the marital status of the participant*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>F</b>	<b>P</b>
Single	218	58.42	11.04	0.909	0.404
Married	44	58.79	12.11		
Others	8	63.88	12.59		

Comparison of anxiety scores according to the marital status of the participants using ANOVA revealed that there is no statistical significant difference between the marital status scores of the participants single (  $58.42 \pm 11.04$  ), married (  $58.79 \pm 12.11$  ) and other participants (  $63.88 \pm 12.59$  ) (  $F=0.909$ ,  $P> 0.05$  ).

**Table 5.**

*Comparison of anxiety scores according to the income of the participants*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>F</b>	<b>P</b>
€50 - €100	36	59.19	11.09	1.209	0.307
€101 - €150	33	59.85	13.26		
€151 - €200	45	61.11	13.07		
€201 - €250	26	59.27	11.13		
€251& above	130	57.21	10.02		

Comparison of anxiety scores according to the income of the participants using ANOVA reveal that there is no statistical significant difference between the income scores of the participants €50 - €100 (  $59.19 \pm 11.09$  ), €101 - €150 (  $59.85 \pm 13.26$  ), €151 - €200 (  $61.11 \pm 13.07$  ), €201 - €250 (  $59.27 \pm 11.13$  ) and €250 and above (  $57.21 \pm 10.02$  ) (  $F =1.209$ ,  $P > 0.05$  ).

**Table 6.***Comparison of anxiety score according to accommodation of the participants*

<b>Accommodation</b>	<b>N</b>	<b>Mean</b>	<b>sd</b>	<b>F</b>	<b>P</b>
Live with parents	23	62.30	13.88	1.846	0.139
Live in flat or house alone	43	60.56	12.56		
Live in a flat or house with friends	168	58.14	10.61		
Stay in the dormitory	36	56.36	10.39		

Comparison of anxiety scores according to accommodation of the participants using ANOVA reveal that there is no statistical significant difference between the scores of the participants who live with parents (  $62.30 \pm 13.88$  ), live in flat or house alone (  $60.56 \pm 12.56$  ), live in a flat or house with friends (  $58.14 \pm 10.61$  ) and those who stay in dormitory (  $56.36 \pm 10.39$  ) (  $F = 1.846$ ,  $P > 0.05$  ).

**Table 7.***Comparison of time management scores according to the gender of the participants*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>T</b>	<b>p</b>
Female	113	46.27	10.68	0.423	0.673
Male	157	46.79	9.26		

comparison of time management scores according to the gender of the participants using t-test method reveal that there was no statistical significant difference between the anxiety scores and gender of the participants (  $t = 0.423$ ,  $P > 0.05$  )

**Table 8.***Comparison of time management scores according to the age of the participants*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>F</b>	<b>P</b>
17 and below	13	47.08	11.66	0.045	0.987
18 – 24	125	46.49	9.29		
25 – 30	96	46.76	10.74		
31 and above	36	46.17	9.03		

Comparison of time management scores according to the age of the participants using ANOVA method reveal that there was no statistical significant difference between time management scores and age of the participants (  $f = 0.045$ ,  $P > 0.05$  ).

**Table 9.***Comparison of time management scores according to the marital status of the participants*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>F</b>	<b>P</b>
Single	218	46.00	9.45	2.000	0.137
Married	44	48.70	10.77		
Others	8	50.38	14.23		

Comparison of time management scores according to the marital status of the participants using ANOVA reveal that there is no statistical significant difference between the marital status scores of the participants single (  $46.00 \pm 9.45$  ), married (  $48.70 \pm 10.77$  ) and other participants (  $50.38 \pm 14.23$  ) (  $F=2.000$ ,  $P> 0.05$  ).

**Table 10.**

*Comparison of time management according to the monthly income of the participants*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>F</b>	<b>P</b>
€50 - €100	36	45.67	9.12	1.511	0.199
€101 - €150	33	45.42	10.00		
€151 - €200	45	47.00	11.04		
€201 - €250	26	42.96	9.84		
€251 & above	130	47.69	9.51		

Comparison of time management scores according to the monthly income of the participants using ANOVA reveal that there is no statistical significant difference between the income scores of the participants €50 - €100 (  $45.67 \pm 9.12$  ), €101 - €150 (  $45.42 \pm 10.00$  ), €151 - €200 (  $47.00 \pm 11.04$  ), €201 - €250 (  $42.96 \pm 9.84$  ) and €250 and above (  $47.69 \pm 9.51$  ) (  $F = 1.511$ ,  $P > 0.05$  ).

**Table 11.**

*Comparison of time management according to the accommodation of the participants*

	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>F</b>	<b>P</b>
Live with parents	23	48.52	10.54	0.884	0.450
Live in a flat or house alone	43	47.81	11.91		
Live in a flat or house with friends	168	46.34	9.36		
Stay in dormitory	36	44.94	9.05		

Comparison of time management scores according to accommodation of the participants using ANOVA reveal that there is no statistical significant difference between the scores of the participants who live with parents (  $48.52 \pm 10.54$  ), live in flat or house alone (  $47.81 \pm 11.91$  ), live in a flat or house with friends (  $46.34 \pm 9.36$  ) and those who stay in dormitory (  $44.94 \pm 9.05$  ) (  $F = 0.884$ ,  $P > 0.05$  ).

**Table 12.***The pearson correlation coefficient between the EAQ and TMQ scores*

	<b>N</b>	<b>r</b>	<b>P</b>
EAQ	270	0.200	0.001
TMQ			

The table above is related to the pearson correlation coefficient between examination anxiety and time management scores which shows that there is a significant positive and a weak relationship between examination anxiety and time management (  $r = 0.200$ ,  $p < 0.05$ ).

## **5.CHAPTER**

### **DISCUSSION**

This study examined the relationship between examination anxiety and time management and the relationship between the students' demographic variables (gender, age, marital status, monthly income and accommodation) with examination anxiety and time management.

According to the present study there was no statistical significant difference between the comparison of both examination anxiety and time management according to the gender of the of the participants which means both male and female experience examination anxiety and also both the male and female students use their time in similar ways as confirmed by Aduke (2015). In contrast with these findings Adewuyi & Olley (2012) found a significant difference in their comparison with examination anxiety according to the gender of the respondent, which reveals that female experience high level of examination anxiety than the male in mathematics. The major reason could be self confidence developed in the subject over time and it could also be physiological changes of hormones during their menstrual circle that male do not experience.

The study further revealed that there is a statistical significant difference between the comparisons of examination anxiety according to the age of the participants. This finding is in agreement with Aremu (2004) who found that age has significant on examination anxiety and he was of the opinion that it could be due to the differences in developmental growth, which means anxiety is more common within the age group of 17 and below, in contrast with this study Adewuyi et al (2012) found that there was no significant difference and the possible explanation for this could be that factors like school environment, teaching methods, teachers availability and



competency, parental child rearing styles and many more could trigger examination anxiety while that of time management according to the age of the participants revealed that there is no significant difference which means that time has no influence on any of the age group.

The present study also revealed that there is no significant difference between both examination anxiety and time management according to the marital status of the participants, initially the researcher thought there will be a significant difference between the marital status group, but at the end of the research there was no any difference and this could be due to the fact that the number of the single participants is more than the number of the married and other participants combined together, may be if the number of the participants are same would have found a difference and another reason could be the fact that the married and other participants have experience than the single participants. The result also revealed that there is no significant difference between both examination anxiety and time management according to the monthly income of the respondent which means there is no difference within the range of the monthly income, which means the participants did not border weather they earn more or less, they always concentrate on their work. The result also revealed that there is no statistical significant difference between the comparison of both examination anxiety and time management according to the accommodation of the participants. That is to say the participants are not influence by their friends but rather they focus on what brought them to school. This result is in contrast with Montello (2003) who found a significant difference in his study and he stated that most students are used to staying with their parents or watchperson for managing their time, nutritional guidance and consistent love and nurturance. Most of the respondents have little or no experience on how to take care of themselves when they are not at home, so for that reason it becomes a problem to them whenever they are in a strange environment.

In respect to the relationship between examination anxiety and time management the result revealed that there is a little positive correlation between examination anxiety and time management. This finding is in agreement with Elazizi et al. (2012) who found a positive correlation. In contrast with the result of this study Mani (2010) conducted a negative correlation between time management and stress, which could be explained by the fact that with better time management and test preparation

students would have less exams stress while taking examination. Inadequate management of time can lead too many problems but with better management of time student would not end up cramming for examination.

## **6.CHAPTER**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1. Conclusion**

The study related examination anxiety and time management on university students in Kaduna state, Nigeria. To achieve the set objectives and research questions. From the analysis of the data, the following were found:

The comparison of both examination anxiety and time management according to the gender of the participants revealed that there was no statistical significant difference, which means both male and female experience examination anxiety and they also use their time in similar ways. The result further revealed that there is a significant difference in the comparison of examination anxiety according to the age of the participants which means students younger than 17 had significantly higher anxiety level than the others while that of time management, there was no significant difference according to the age of the participants.

The result also revealed that there is no significant difference between both examination anxiety and time management according to the marital status of the participants, which means irrespective of your status you need to respect time. The present study also revealed that there is no significant difference between both examination anxiety and time management according to the monthly income of the participants. The study also found that there is no statistical significant difference between the comparison of both examination anxiety and time management according to the accommodation of the participants.

The relationship between examination anxiety and time management, the result revealed that there is a positive correlation between examination anxiety and time management.

The result of this study may be concluded that student's ability to manage their time with their academic activities is associated with examination anxiety. Although students planned their time in line with their priorities, they need professional help on how they should manage time effectively.

## **6.2. Recommendations**

The study recommended the following:

- Lecturers should employed different teaching methods that are students-centered and techniques such as frequent test and assignments after teaching a topic to reduced students examination anxiety especially when examination is announced.
- Lecturers should help students developed positive attitude towards examinations by advising them to be self-confident counteracting every negative self talk with a positive statement.
- Lecturers should conduct workshops on time management which is highly interactive with psychology students to help them manage their time effectively.
- To effectively manage examination anxiety and time management, the first year psychology students should be helped by psychologist, through the use of cognitive, affective and behavioral strategies.
- Adolescent age could be a critical stage for anxiety, psychologist and guidance and counselors department should be considered and equip them with necessary facilities to help in the area of providing counseling to students.

### **6.2.1. Recommendations for further research**

- The study should be replicated using experimental research design with a large sample.
- The study should be expanded to other universities in Nigeria aside Kaduna state.

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## **APPENDIX 1-**

### **CONSENT FORM**

Dear Participant,

I am a Masters Student in General Psychology at the Near East University. This study is designed to collect information on Examination Anxiety and Time Management on University Students.

Please note that your participation is totally voluntary, and if you choose to take part in this study, you will be answering questions via this questionnaire. The questionnaire consist of questions relating to some background information about you, Time Management and Examination Anxiety.

All information received will remain strictly confidential, and no one will have access to them outside of the individuals involved. Your answers will remain anonymous and your name or student number is not required from you. By submitting your answers, you are consenting for your data to be used in my project, but you will not be individually identified and your response will be used for statistical purpose only.

Thank you for your time and participation.

Yours Faithfully,

Luka Tambaya,  
Masters Student in General Psychology  
tambayaluka36@gmail.com

## APPENDIX 2-

### DEMOGRAPHIC INFORMATION QUESTIONNAIRE

Kindly tick (✓) or fill in the spaces provided in the questions below

1. Age

☐ 17 and bellow

☐ 18 – 24

☐ 25 – 30

☐ 31 and above

2. Gender: Female ☐ Male ☐

3. Marital status

☐ Single

☐ Married

☐ Others (please specify ) \_\_\_\_\_

4. What is the monthly income of your parent?

☐ €50 - €100

☐ €101 - €150

☐ €151 - €200

☐ €201 - €250

☐ €251 and above

5. Specify the accommodation facility you live in

☐ I live with my parents

☐ I live in a flat or house alone

☐ I live in flat or house with my friends

☐ I stay in the dormitory

6. Name of School \_\_\_\_\_

## APPENDIX 3-

### TIME MANAGEMENT SCALE

Please read each of the statement and tick (✓) the appropriate options

	STATEMENT	ALWAYS	FREQUENTLY	SOMETIMES	INFREQUENTLY	NEVER
1	I make a list of the things that I have to do each day.					
2	I make a schedule of the activities that I have to do on work days.					
3	I plan the day before I start it.					

## APPENDIX 4-

### EXAMINATION ANXIETY SCALE

Please read each of the statement and tick the appropriate options

	STATEMENT	not at all - typical of me	Only somewhat typical of me	Quite typical of me	Very typical of me
1	I lose sleep over worrying about examinations.				
2	While taking an important examination, I find myself wondering whether the other students are doing better than I am.				
3	I have less difficulty than the average college student in getting test instructions straight.				



## **BIOGRAPHY**

Luka Tambaya, was born on the 24/08/1983 in Galadimawa, kauru local government area of Kaduna state, Nigeria. He completed his college in the year 2000. Started his bachelor's degree in Ahmadu Bello University Zaria from 2001 to 2006, and he was awarded with a bachelors of science in Sociology. He decided to pursue a master's degree in General Psychology at Near East University Cyprus from 2017 to 2019.

## PLAGIARISM REPORT

### ORIJINALLIK RAPORU

% <b>15</b>	% <b>8</b>	% <b>3</b>	% <b>8</b>
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

### BİRİNCİL KAYNAKLAR

<b>1</b>	<b>journale-academiauitmt.uitm.edu.my</b> İnternet Kaynağı	% <b>3</b>
<b>2</b>	<b>Submitted to University of Venda</b> Öğrenci Ödevi	% <b>2</b>
<b>3</b>	<b>nursing-cairo.com</b> İnternet Kaynağı	% <b>2</b>
<b>4</b>	<b>Submitted to South Bank University</b> Öğrenci Ödevi	% <b>1</b>
<b>5</b>	<b>Submitted to Liberty University</b> Öğrenci Ödevi	% <b>1</b>
<b>6</b>	<b>www.researchgate.net</b> İnternet Kaynağı	% <b>1</b>
<b>7</b>	<b>Submitted to Higher Education Commission Pakistan</b> Öğrenci Ödevi	% <b>1</b>
<b>8</b>	<b>Hamzah, Abdul Rahman, Esuh Ossai-Igwe Lucky, and Mohd Hasanur Raihan Joarder. "Time Management, External Motivation, and</b>	% <b>1</b>

## ETHICS COMMITTEE APPROVAL

16.01.2019

Dear Luka Tambaya

Your application titled **“Relationship between Time Management and Examination Anxiety among University Students ”** with the application number YDÜ/SB/2019/295 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee



**Note:** If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.