



**Faculty of Cognitive Sciences and Human
Development**

**ACADEMIC STRESS AND IT RELATIONS TO ANXIETY AND
TIME MANAGEMENT**

Rofina Sadai Empan

**Bachelor of Science with Honours (Cognitive Sciences)
2015**

UNIVERSITI MALAYSIA SARAWAK

Grade: _____

Please tick one

Final Year Project Report ☒

Masters ☐

PhD ☐

DECLARATION OF ORIGINAL WORK

This declaration is made on 25 day of June year 2015

Student's Declaration:

I, ROFINA SADAI AK EMPAN, 38494, FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT, hereby declare that the work entitled, ACADEMIC STRESS AND ITS RELATION TO ANXIETY AND TIME MANAGEMENT is my original work. I have not copied from any other students' work or from any other sources with the exception where due reference or acknowledgement is made explicitly in the text, nor has any part of the work been written for me by another person.

25 JUNE 2015

ROFINA SADAI AK EMPAN (38494)

Supervisor's Declaration:

I, DR. RIZAL ABU BAKAR, hereby certify that the work entitled, ACADEMIC STRESS AND ITS RELATION TO ANXIETY AND TIME MANAGEMENT was prepared by the aforementioned or above mentioned student, and was submitted to the "FACULTY" as a *partial/full fulfillment for the conferment of BACHELOR OF SCIENCE WITH HONOURS (COGNITIVE SCIENCE), and the aforementioned work, to the best of my knowledge, is the said student's work

25 JUNE 2015

Received for examination by: _____
(DR. RIZAL ABU BAKAR)

Date: _____

I declare this Project/Thesis is classified as (Please tick (√)):

- ☐ **CONFIDENTIAL** (Contains confidential information under the Official Secret Act 1972)*
- ☐ **RESTRICTED** (Contains restricted information as specified by the organisation where research was done)*
- ☒ **OPEN ACCESS**

I declare this Project/Thesis is to be submitted to the Centre for Academic Information Services (CAIS) and uploaded into UNIMAS Institutional Repository (UNIMAS IR) (Please tick (√)):

- ☒ **YES**
- ☐ **NO**

Validation of Project/Thesis

I herebyduly affirmed with free consent and willingness declared that this said Project/Thesis shall be placed officially in the Centre for Academic Information Services with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The Centre for Academic Information Services has the lawful right to make copies of theProject/Thesisfor academic and research purposes only and not for other purposes.
- The Centre for Academic Information Services has the lawful right to digitize the content to be uploaded intoLocal Content Database.
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis if required for use by other parties for academic purposes or by other Higher Learning Institutes.
- No dispute or any claim shall arise from the student himself / herself neither a third party on this Project/Thesis once it becomes the sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student himself/herself without first obtaining approval from UNIMAS.

Student's signature: _____ Supervisor's signature: _____
Date: 25 JUNE 2015 Date: 25 JUNE 2015

Current Address:
FCSHD, UNIMAS

Notes: * If the Project/Thesis is **CONFIDENTIAL** or **RESTRICTED**, please attach together as annexure a letter from the organisation with the date of restriction indicated,and the reasons for the confidentiality and restriction.

**ACADEMIC STRESS AND IT RELATIONS TO ANXIETY AND TIME
MANAGEMENT**

ROFINA SADAI AK EMPAN

This project is submitted
in partial fulfilment of the requirement for a
Bachelor of Science with Honours
(Cognitive Sciences)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2015)

The project entitled ‘Academic Stress and Its Relation to Anxiety and Time Management” was prepared by Rofina Sadai Ak Empan and submitted to Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirement for a Bachelor of Science with Honours.

Received for examination by:

(Dr. Rizal Abu Bakar)

Date:

GRED

ACKNOWLEDGEMENT

First of all, I would like to express my heartiest gratitude to my final year project supervisor, Dr. Rizal Abu Bakar for his guidance, advice, encouragement and support throughout my studies.

I would also like to thank Asso. Prof. Dr. Norsiah, who has been supportive and kind in helping me to achieve better results and guiding me after the pra presentation. Not forget to Dr Zaimmuarifuddin Shukri Nordin and Pn Nur Fatihah Mat Yusoff for advices during and after expo presentation for final year project.

I also wish to record my appreciation to my friends and family for their continuous support, encouragement, and source of strength. Thank you for the love, caring and amazing encouragement.

TABLE OF CONTENTS

LIST OF TABLES.....	v
LIST OF FIGURES.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
CHAPTER ONE: INTRODUCTION.....	1
CHAPTER TWO: LITERATURE REVIEW.....	9
CHAPTER THREE: METHODOLOGY.....	21
CHAPTER FOUR: RESULTS & DISCUSSION.....	31
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	41
REFERENCES.....	45
APPENDIX:QUESTIONNAIRE.....	49

LIST OF TABLES

Table 1: Likert Scale used in SLSI to measure the student's academic stress.....	25
Table 2: Likert Scale used in SLSI to measure the student State-Anxiety.....	26
Table 3: Likert Scale used in SLSI to measure the student Trait-Anxiety.....	26
Table 4: Likert Scale used in TMB to measure the students' time management behaviors.....	28
Table 5: Rules applied in Cronbach Alpha.....	29
Table 6: The table indicates the hypothesis that was tested in this study and the test used to analyze.....	30
Table 7 : Distribution of Respondents by Age.....	31
Table 8 : Distribution of Respondents by Gender.....	32
Table 9 : Distribution of Respondents by Ethnic.....	32
Table 10 : Distribution of Respondents by CGPA.....	33
Table 11 : Distribution of Respondents by Faculty.....	33
Table 12: Reliability Test on Academic Stress, Anxiety and Time Management.....	34
Table 13 : Pearson Correlation Test Result between Academic Stress and Anxiety.....	35
Table 14 : Pearson Correlation Test Result between Academic Stress and Time Management.....	36
Table 15 : Pearson Correlation Test Result between Anxiety and Time Management.....	37
Table 16 : Summary of Tests Result.....	38

LIST OF FIGURES

Figure 1.0 : Conceptual Framework.....	4
Figure 2.0 : Population and Sample Formula.....	22

ABSTRACT

The aim of this study is to investigate the relationship between academic stress and its relation to anxiety and time management among students in Universiti Malaysia Sarawak (UNIMAS).

Quantitative method is used to investigate this study. A package was used in this study to collect data from 100 respondents. Pearson Correlation is used to identify relationship between academic stress, anxiety and time management; academic stress and anxiety; academic stress and time management; and relationship between anxiety and time management among students in UNIMAS. From the result found that there is a strong positive relationship between academic stress and anxiety; a weak positive relationship between anxiety and time management; and there is no significant relationship between academic stress and time management. Therefore, in this finding, student who posses academic stress are more likely to have anxiety, but less likely to have problem with time management. This is because student who likely to have anxiety have a problem with their time management.

Key Findings: Academic Stress, Anxiety, Time Management

ABSTRAK

Tujuan kajian ini adalah untuk mengkaji hubungan antara tekanan akademik dan kaitannya kepada kebimbangan dan pengaturan masa dalam kalangan pelajar di Universiti Malaysia Sarawak (UNIMAS). Kaedah kuantitatif digunakan untuk menyiasat kajian ini. Soal selidik telah digunakan dalam kajian ini untuk mengumpul data daripada 100 responden. Korelasi Pearson digunakan untuk mengenal pasti sekiranya terdapatnya perhubungan antara tekanan akademik, kebimbangan dan pengaturan masa; tekanan akademik dan kebimbangan; tekanan akademik dan pengaturan masa; dan perhubungan di antara kebimbangan dan pengaturan masa dalam kalangan pelajar di Universiti Malaysia Sarawak (UNIMAS). Berdasarkan maklumat yang telah diperolehi, kajian ini mendapati bahawa terdapat hubungan positif yang kuat antara tekanan akademik dan kebimbangan, tetapi hubungan positif yang lemah antara tekanan akademik dan pengaturan masa. Namun begitu, didapati bahawa tiada perhubungan di antara tekanan akademik dan pengaturan masa. Oleh itu, pelajar yang mengalami tekanan akademik lebih cenderung mengalami kebimbangan, dan pelajar yang mengalami kebimbangan menjurus kepada masalah dalam pengaturan masa. Namun begitu, pelajar yang mengalami tekanan akademik tidak mempunyai perkaitan dengan pengaturan masa.

Kata kunci: Tekanan Akademik, Kebimbangan, Pengaturan Masa

CHAPTER ONE

INTRODUCTION

A disturbing trend in university student health is the reported increase in student stress nationwide (Sax, 1997). Stressors affecting students can be categorized as academic, financial, time or health related, and self-imposed (Goodman, 1993). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth, Gesse & Moss, 1996). Based on Abouserie (1994), students report that they were experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time. When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment (Murphy & Archer, 1996). Past studies stated that there few of methods to reduce stress by students often which are effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Mattlin, Wethington, & Kessler, 1990). Although relationships among some leisure domains and perceived stress have been studied in a variety of settings involving retirees to school-related settings relationships between leisure satisfaction and academic stress of college students have not been addressed directly (Tice & Baumeister, 1997).

Problem Statement

Students in University Malaysia Sarawak (UNIMAS) are exposed to various kinds of stress and are less exposed to the ways to managed as well as cope with their time management, and anxiety. In past studies, there were several practical difficulties that were encountered when

conducting this research, such as obtaining permission from respondent and concerned about the amount of time that surveys may take either inside or outside the classroom setting. Another major factor regarding sample size was that it was very difficult to recruit in big population but only a few of survey can be collected. Another limitation of the study was that the data from the instruments were self-report (Richardson, 2004). Students were asked to rate their own perceptions of the variables, and of demographic data. According to Richardson (2004), these data may not be accurate, either because the student did not remember accurately or because they wanted to portray themselves as socially acceptable. So then, this study seeks to investigate the relationship among student's academic stress and its relation to anxiety and their time management. This study will be conducted in UNIMAS.

Purpose and Objectives of Study

The general objective of this study is:

- a. To investigate the relationship between academic stress and its relations to anxiety and time management among student in UNIMAS.

The specific objectives of this study are:

- a. Examine the relationship between academic stress and its relations to anxiety among students in UNIMAS.
- b. Examine the relationship between academic stress and its relations to time management among students in UNIMAS.
- c. Examine the relationship between anxiety and time management among students in UNIMAS.

Research Question

- i. Is there any significant relationship between academic stress and its relations to anxiety and time management among student in UNIMAS?
- ii. Is there any significant relationship between academic stress and its relations to anxiety among students in UNIMAS?
- iii. Is there any significant relationship between academic stress and its relations to time management among students in UNIMAS?
- iv. Is there any significant relationship between anxiety and time management among students in UNIMAS?

Research Hypothesis

H₀: There is no significant relationship between academic stress and its relations to anxiety and time management among student in UNIMAS.

H₀₁: There is no significant relationship between academic stress and its relations to anxiety among students in UNIMAS.

H₀₂: There is no significant relationship between academic stress and its relations to time management among students in UNIMAS.

H₀₃: There is no significant relationship between anxiety and time management among students

Conceptual Framework

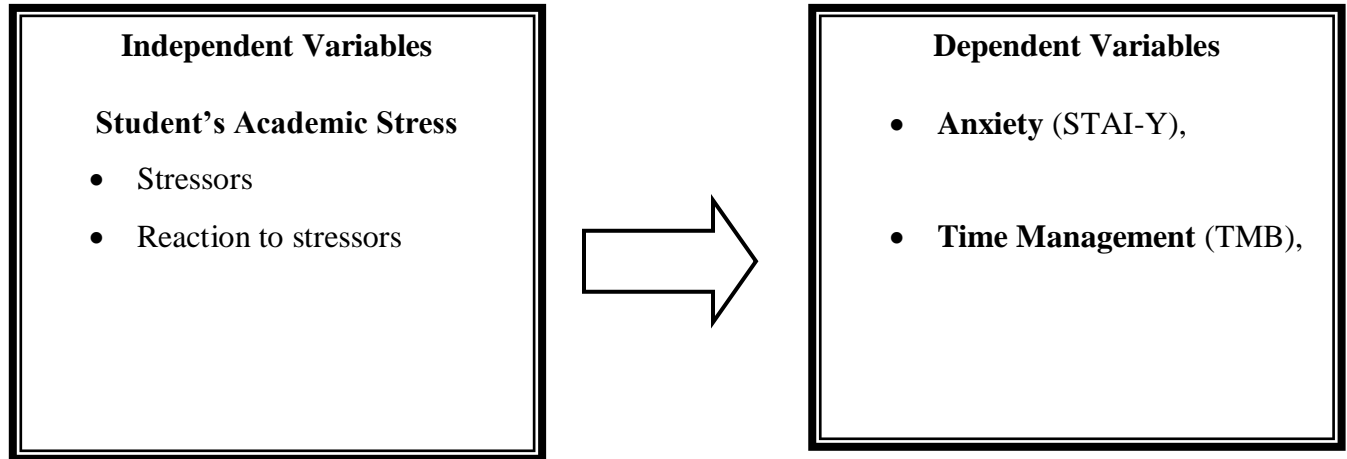


Figure 1.0 Conceptual Framework

Definition of Terms

Academic Stress

Conceptual Definition: Academic stress can be viewed as a chronic stress due to the nature of academic demands; was associated with negative health outcomes of depression and physical illness (MacGeorge, Samter, & Gillihan, 2005).

Operational Definition: Academic stress can be defined as a factor that may lead to some people experience stress when they involved in a certain situational demanding such as failure in examination, work overload, deadlines of assessment, financial problems, and so on.

Anxiety

Conceptual Definition: Anxiety is a state of apprehension, uncertainty, and fear resulting from the anticipation of a realistic or fantasized threatening event or situation, often impairing physical and psychological functioning (Spielberger, 1983).

Operational Definition: Anxiety can be defined sweating palms (observable as sweat gland activity), increased heart rate (observable with heartbeat recording), and other observable physiological changes.

Time Management

Conceptual Definition: Time management can be defined as setting goals and priorities, the use of mechanics (like listing priorities), preference of an organized workplace, and the perceived control of time (Macan, et al.,1990).

Operational Definition: Time Management can be defined as the method to arrange your schedule wisely. Its can be the simplest way to schedule specific time for each activity in order to

decide how much time to allocate to some specific task. Besides, time management also can be known as to perform the task in a given amount of time.

Demographic

Age

Conceptual Definition: Age is the length of time of how long an organism has lived.

Age is range from young to adult and lastly old age.

Operational Definition: In this study, age for respondents is measured by four classes, which are 19-20, 21-22, 23 -24 and 25 and above.

Gender

Conceptual Definition: Gender is defined as the characteristic of a person who have traits that differentiate men and women in both behavioral and aesthetic, which often linked to man's masculinity and woman's feminism. Men have different ways of coping with stress compared to women who are very sensitive.

Operational Definition: In this study, it is affected by the gender of respondents, whether they are male or female.

Ethnics

Conceptual Definition: Ethnic are defined as a large group of members of people who share common beliefs and heritage, such as Malay, Chinese, India, and other ethnic group.

Operational Definition: Ethnics are measured by what types of ethnics the undergraduates belong to, which are Bumiputera or Non Bumiputera young adults. There are

many ethnics in Bumiputera group, such as Malay, Iban, Bidayuh, Kayan, Melanau, Kenya and so forth. Chinese, Hindu, expatriates are classified as Non Bumiputera.

CGPA

Conceptual Definition: CGPA (Cumulative Grade Point Average) Grading in education is the process of applying standardized measurements of varying levels of achievement in a course.

Operational Definition: The undergraduate students' academic performance in the university can be evaluated in many ways. However, for this particular study, the academic performance of the students will be defined and evaluated as their Cumulative Grade Point Average or CGPA. The CGPA is actually an internationally recognized calculation that is used in finding the average result of all grades achieved by the university students which uses a 4.0 GPA scale. This can be further elaborated that when the university students get CGPA near to 4.0, it indicates that they have achieved excellent academic performance.

Faculty

Conceptual Definition: Faculty refers to the academic staff of a university: professors of various ranks, lecturers, and/or researchers. Members of university administration (For example, department chairs, deans, vice presidents, presidents, and librarians) are often also faculty members.

Operational Definition: In this study, the faculty defines as which part of faculty the student from based on type of course they are taken.

Significance of Study: This study is to investigate the relationship between academic stress and its relations to anxiety and time management among student in UNIMAS. Apart from that, this study also crucial in helping student to recognize and comprehend their anxiety and time management in how to deal with negative consequences when stress is not dealt wisely.

Scope of Study: Student's in UNIMAS will be chosen to fill in surveys forms. These students will be randomly picked from various courses in the faculty. In addition, this study also investigates the respondent by age, gender, ethnics, CGPA and faculty.

CHAPTER TWO

LITERATURE REVIEW

Definitions and Concepts of Academic Stress

Academic Stress

Stress is a very common pressure found among humans. However, it is very hard to define since many theorists have their own ways to define it. Thomas (1979) defined stress as a stimulus event which required the individual to adjust to it. Meanwhile, Lazarus and Folkman (1984) define stress as a particular relationship between the person and the environment, that is appraised by the person, as being taxing or exceeding one's resources and endangering one's well being.

According to Lazarus and Cohen (1977), stressor can be defined as a demand made by internal or external environment of people which upset the balance either by physical and psychological or well-being. So, this requires an action to restore the balance of physical and psychological or well-being in oneself. Therefore, people who experience stress when they involved in a certain situational demanding such as failure in examination, funeral, fired from jobs, unemployment, financial problems, marriage or family problems and so forth. Thus, this situational demanding can be related or known as a stressor. Certain situational demanding can be used as a factor that may lead to stress.

In order to overcome these stressors, Lazarus and Folkman (1985) proposed a three-step process. There are known as Anticipating stage, Waiting stage and Outcome stage. First stage, anticipating stage is an initial stage where individual made preparation to identify what types of stressors, they are facing. Second stage, the waiting stage is when the individual attempts to cope

with their stressor. Last but not least, the outcome stage is when the individual determines whether their coping styles works properly on them or not is depend on the stressors they are dealing with.

For this study, there are two major subscales that may lead to academic stress which are stressor and reaction to stressor. There will be five categories of academic stressors (frustrations, conflicts, pressures, changes, and self-imposed), and four categories describing reactions to stressors (physiological, emotional, behavioral, and cognitive),(Gadzella,1991). For example, according to Gadzella (1991), self-imposed stressors include competition and winning, being noticed and loved, worrying, procrastination, perfectionism, and anxiety about taking tests, while delays in reaching goals, daily hassles, and lack of money were the major items reported in the frustrations subscale.

Based on previous studies shown that total stress scores on the *Student-life Stress Inventory* using Gadzella's Student-life Stress Inventory (SLSI), proposed by Gadzella (1991) showed that male participants perceived less stress ($N = 4$, $M = 116.5$) than females ($N = 41$, $M = 141$). The reliability of the *Student-life Stress Inventory* (SSI) used to measure the stressors was revealed 75 (Cronbach's $\alpha = .91$, $N = 45$). From previous studies, participants reported stressors in the pressures category, followed by self-imposed, frustrations, changes, and conflicts. After finding, there are many types of specific academic stressors has been found that lead to stressor, such as meeting deadlines, work overload, and competition, and others regarding competition, procrastination, worrying about tests, and perfectionism, which are self-imposed whereas the personal stressors revolved around frustrations, including daily hassles, delays, and lack of resources.

A second subscale is reaction to stressors. The reactions to stressors section of the SSI is comprised of four categories: physiological, emotional, behavioral, and cognitive, and lists several examples of signs and symptoms. Participants in the past studies state that emotional reactions, followed by behavioral, cognitive, and physiological. The reported major emotional reactions to stressors were fear, anxiety, and worry, followed by crying, and being irritable towards others. Fear, anxiety, and worry in the emotional reaction subscale had the highest item mean of 4.11. Behavioral responses were cited next.

In this category, the mean for both crying and “was irritable toward others” items had a mean of 3.33. Critical thinking, problem-solving, and analysis, in the cognitive reaction subscale, had the next highest response ($M = 3.6$), with physiological reactions last, mostly exhaustion ($M = 3.46$) and sweating ($M = 3.11$). Some studies reveal that the types and levels of perceived stressors vary according to college level (Misra, 2000). According to Misra, (2000), freshman and sophomore students tend to perceive higher levels and different types of stressors than juniors and seniors. For example, freshmen and sophomores, regardless of age, must cope with the transition to college life and academics.

Another past studies also state that, emotional reactions to stressors, such as fear, anxiety, and worry, were reported most frequently. Results from the finding also revealed that participants also had physiological reactions, which are including exhaustion, sweating, trembling, and weight gain. These physiological reactions are related to the health-related component of the framework, suggesting that these students may be susceptible to health-risk behaviors, such as decreased exercise and physical fitness and overeating as responses to stressors.

Lazarus (1999) stated that every event of our life run through a psychological filter. Perceived stress (distress) arises when one perceived resources are fewer than perceived demands and appraise the event as threat rather than challenge. For instance, if students perceive exam as threat, then they will response as fear and panic. On the other hand, if they perceived it as challenge, then they will be aroused and focused. Stress is connected to college students. For example, students who experienced higher levels of stress, at the same time, reported lower satisfaction with life (Demakis & McAdams, 1994). Moreover, stress is negatively correlated to perceived problem solving, health (Largo-Wight, Peterson, & Chen, 2005), self-efficacy and academic success (Zajacova, Lynch, & Espenshade, 2005) among college students. In other words, students will have better health, problem solving, self-efficacy and academic success, if they have lower levels of perceived stress (a kind of subjective psychological distress). The second hypothesis, perceived stress is negatively correlated with academic success. Furthermore, to measure participants' perceived stress, this study adopted Lazarus (1999) notion of psychological stress which concerns with how a person appraisal or perceived one's stressor (only focused on the perceived distress, the negative stress). Therefore, perceived stress scale is used.

Definitions and Concepts of Anxiety

Anxiety

Anxiety can be known as a state of fear, uncertainty and apprehension resulting from the anticipation of a realistic or fantasized threatening event or situation, often impairing physical and psychological functioning (Spielberger, 1983). Based on Mayo Clinic (2012), anxiety also can be defined as a mental health condition that requires treatment and sometimes it will useful when it alerts person to danger. Compared to Merriam (2013), anxiety is a painful or

apprehensive uneasiness of mind usually over an impending or anticipated ill and it is marked by psychological signs such as sweating , tension, and increased impulse by fearful concerned the reality and nature of the threat. The anxiety associated with tests, rather than the test itself, was reported to create both physiological (sweating, exhaustion) and emotional (fear, anxiety, anger) reactions (Gadzella et al., 1998).

There are two types of anxiety which are state anxiety and trait anxiety. State anxiety which is also known as “*A-State*” can be described as transitory emotional state, varying in intensity and can leads to tension, apprehension and activation of the autonomic nervous system. Compared to trait anxiety which is also known as “*A-Trait*” can be described relatively stable tendency or disposition to perceive threat and respond with A-state reactions. Trait anxiety (*A-Trait*) is conceptualized as a general personality trait. *A-Trait* refers to relatively stable individual differences in one's disposition to perceive threat or danger and in the tendency to respond with *A-State* reactions. *A-State* is a transitory emotional state which varies in intensity and over time. Subjective, consciously perceived feelings of tension and apprehension lead to activation of the autonomic nervous system. Spielberger (1983) stated that trait anxiety to the concept of potential energy and state anxiety to that of kinetic energy in the field of physics. In order for state anxiety to occur, there must be a stimulus. Spielberger (1983) also differentiates between stress, threat, and anxiety which were stress is the external stimulus, threat is one's perception of danger while anxiety is the emotional reaction (*A-State*) evoked when stress is perceived as threat. The appraisal of threat is based on one's aptitude, ability and prior experience as well as one's *A-Trait* level and the objective danger present. Thus, the intensity of the *A-State* reaction will be proportional to the amount of threat perceived, and the duration of the reaction will depend upon