

Test anxiety, and Skills of Time Management Among Faculty Nursing Students

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Abstract: Background: With better time management skills, students would not end up “cramming” for examinations, and thereby decrease test anxiety and improve their academic performance. **Aim:** The present study aimed to examine the relationship between test anxiety & time management skills among Faculty Nursing students. **Design:** A descriptive cross-sectional design was used. **Setting:** The study was carried out in two Faculties of Nursing affiliated to Benha University and Menoufiya University, Egypt. **Sample:** Second , third , and fourth nursing students enrolled in the above mentioned setting in the academic year 2010-2011 were included in the study. **Tool:** The following tools were used **I:** Student’ time management skills questionnaire. **II:** student’ test anxiety scale. **Results:** The results indicated that there was a insignificance correlation between test anxiety and all components of time management skills . **Conclusion:** The study concluded that students' ability to manage time with their course work is associated with test anxiety. **Recommendation:** It 's recommended that future studies should evaluate the role of stress/time management programs to reduce stress and anxiety.

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1. Introduction

In recent years, the problem of test anxiety more and more serious, and has aroused widespread concern. Everyone's consensus: moderate test anxiety will help study and examination of the smooth, but excessive .The test anxiety can affect learning efficiency and test performance, a variety of body and mind for a long time and may even cause disease. Tests can be stressful even for the most prepared students and unfortunately, test anxiety can actually have a negative impact on your performance. (Elizabeth Scott,2008) .University students have a responsibility to maintain their optimal academic performance. Anxiety among students are created by insensible teaching or an over demanding syllabus. This then pushes students towards the surface approach as a coping strategy, stress and anxiety due to personal or family related problems also leads to a feeling of anxiety (Mayya et al., 2004).

Test anxiety refers to cognitive and affective reactions to the possibility of negative consequences resulting from the performance on a test or in an evaluative situation (Zeidner, 1998). It is normal to feel some anxiety before a test, but too much anxiety may be harmful to you. Test anxiety has many symptoms which include loss of sleep or appetite, sweaty palms, food cravings, and an inability to concentrate to name a few. Most people experience these symptoms and they are not harmful. Test anxiety has many sources; most commonly it is caused by a lack of exam preparation, cramming the

night before the exam, poor study habits, poor time management, or lack of organization of the text .Test anxiety can also be caused by worrying about past test performance, how others are doing on the test and the consequences if you don't do your best. These feelings may intensify if you are already on academic probation (Academic Skills Center ,2011).

Identifying factors influencing student achievement and academic performance is a quest for most teachers and a primary goal of most educational researchers (Eggen and Kauchak ,1999). Test anxiety is a major predictor of academic performance & various studies have demonstrated that it has a detrimental effect (Musch and Broder, 1999). Many factors can lead to the development of test anxiety, Students' past experiences and beliefs, which have been shaped by a complex interplay of factors, may result in unique reactions to a test situation and lead to test anxiety (Mc Donald ,2010) .These may include their past experiences with courses and their perceptions of course load, as well as their ability to manage time.

Test anxiety can be controlled with an attitude adjustment. Visualizing success can take a long way. If you tell yourself you can't succeed, then you won't. If you tell yourself you can succeed and do well, you will. Start by preparing before, during, and after an exam ((Sujit et al., 2006).

Time management is a very important skill that is needed for academic success. Students in

university have very busy and stressful lives because they are attending classes, completing assignments and studying for exams. In addition they have their own daily routines and lifestyles that is necessary for creating balance between academics and extra curricular activities. However, finding time to do everything at once can be challenging and overwhelming. Poor time management, poor study habits, and lack of organization can lead to a student feeling overwhelmed. Student's who are forced to cram at the last minute will feel less confident about the material covered than those who have been able to follow a structured plan for studying. Being able to anticipate what the exam will cover, and knowing all the information has been covered during the study sessions, can help students to enter the testing situation with a more positive attitude (Zeidner,1998)

Additionally, **time management** is the process of applying certain skills and methods in order to accomplish tasks, goals and projects, such as setting aims, allocating, analyzing and organizing. A person that knows how to manage time effectively speeds up new advances and is enabled to spend more time with leisure activities. These abilities are also associated with time management skills. Time management skills refer furthermore to the ability of a person to solve time management issues and recognize problems that have wasted time(Steve, 2010).

Otherwise, time management is the development of processes and tools that increase time-efficiency. It is the ability to manage and control time. It teaches a number of techniques that aim to increase the effectiveness of a person in getting the things done which need to be done. Time management skills include activities performed by students such as planning in advance prioritizing work, test preparation, and following schedule (Lay & Schouwenburg, 1993). Higher academic performance may be achieved by balancing time management and study techniques effectively. In this study the time management domain was operationalize as the ability of students to juggle leisure and study time to prepare for their examinations (Henning ,et al,1998) .

The traditional emphasis of time management has been on making schedules, recording lists and setting goals. There is a huge variation in the times that are best for effective study. For some, the most appropriate time for study is at 5.00am. For others, top gear is achieved no earlier than 10.00pm. However, at times when you are really absorbed, you may wish to keep working longer. Longer time spans also seem appropriate when you are writing a draft. In other instances, such as a very intensive critical thinking sessions, shorter periods may be more effective (Kaye & Kuki, 2007).

As a student, know how busy a student life is. Schools have so many activities and task to be done. Being a nursing student is also a hard task. Nursing students deals with study of care to the people who need it . Student nurses may need to prioritize all their activities to provide more room for other activities that are important as well. Time management maybe the best tool for student nurses. With the use of time management, these nursing students will be given the chance to perform other useful activities other than the nursing course itself. With proper time management, student nurses will be able to do other activities that also enhance their personality. Things like dealing (Gord , 2009).

Significance of the study :

Learning to manage your time effectively is much more difficult than many imagine. It requires conscientious efforts at developing new work skills and awareness of time as a valuable resource. Identifying factors influencing student achievement and academic performance is a quest for most educational researchers. Test anxiety is a major predictor of academic performance and various studies have demonstrated that it has a detrimental effect. Many factors can lead to the development of test anxiety. These may include their past experiences with courses and their perceptions of course load, as well as their ability to manage time.

Aim of the study:

This study examined the relationship between test anxiety & time management skills among faculty nursing students. The following research questions were developed to conduct this study.

1. Is there a relationship between test anxiety & time management skills among faculty nursing students?
2. Is there a difference between faculty nursing students' level of test anxiety?

Theoretical framework:

A theory on time management is lacking. The question "how does time management work and why?" is still unanswered. Only **Macan (1994)** presented a model of time management that comprised antecedent, mediating, and outcome variables with respect to time management behaviors. **Macan (1994)** stated that time management lead to three types of time management behaviors:

- (1) Setting goals and priorities;
- (2) Mechanics of time management; and
- (3) Preference for organization.

2. Material and Methods

Design:

This study demonstrated a descriptive cross-sectional design.

Study variables:

Dependent variable: test anxiety

In dependent variable: time management

Setting:

The study was carried out in two selected Faculties of Nursing affiliated to Benha University and Menoufiya University, Egypt

Subjects:

Second, third, and fourth nursing students enrolled in the above mentioned setting in the academic year 2010-2011 were included in the study. four hundred and forty five nursing student at Faculty of Nursing , Benha University (one- hundred and fifty five were in second year , one - hundred and forty five were in third year and one - hundred and forty five were in fourth year) and three - hundred and thirty one nursing student at Faculty of Nursing, Menoufiya University (one- hundred and fifteen were in second year , one - hundred and six were in third year and one - hundred and ten were in fourth year) were the study subject.

Tools:

In order to fulfill the aim of the study, the following tools were used.

Tool I: student time management skills questionnaire.

This tool was structured questionnaire ,developed by the researches based on literature review to assess student' time management skills. It was included the following parts:

Part I:

Socio demographic data as age, residence, marital status and academic year

Part II:

Student time management skills questionnaire which consisted of 20 items categorize into five subscale : Goal Setting (four items) , Prioritization (six items), Managing Interruptions (four items), Procrastination (three items), and Scheduling (three items). The questionnaire items have 5 points Likert- like format with the following coding : Not at all (1) , Rarely (2), Some times(3) , Often(4), and Very Often (5) .

The total score ranged from 20 to 36 low student' time management skills. from 37 to 53 moderate student' time management skills & from 54 to 100 high student' time management skills.

Tool II: student' test anxiety scale .

It was developed by Nist and Diehl (1990) to determine level of student' test anxiety . it was consisted of ten items, The questionnaire items have 5 points Likert- like format with the following coding : Never (1) , Rarely (2), Some times(3) , Often(4), and Always (5).

Total Scores was range from 10 – 50. Score ranged from 10 to 19 low student' test anxiety. Score ranged from 20 to 35 moderate student' test anxiety. Score ranged from 36 to 50 high student' test anxiety.

Methods

- 1- An official letter clarifying the purpose of the study was obtained from the Faculty of Nursing to conduct the study and collect the necessary data.
- 2- An interview schedule was developed by the researcher after extensive review of related and recent literature. The tools was revised for content validity by 5 juries, who were experts in the related field.
- 3- The tools were tested for reliability by test-retest technique by 30 students (ten students from each academic year) who were interviewed twice at an interval of one week period and data was analyzed and compared.
- 4- The study was conducted over first semester, September 2010. Informed consent was obtained form each subject.
- 5- Consent was obtained from the participants. The researcher explained to students the objectives of the study orally, informed confidentiality and anonymity being assured.
- 6- A pilot study was carried out with 10 nursing students from each academic year who not included in the present study. It was done to test the clarity of the study tools. The necessary modification was done .The average time needed to complete the questionnaires I ranged between 10-15 minutes and questionnaire II ranged between 5-10minutes .
- 7- The collection of data was started at October 2010 and ended on 30 November 2010 , covered two months.

Statistical analysis

Data entry and analysis were done by using statistical package for the social sciences (SPSS Version 11.0). Data was presented using frequencies and percentage, mean and standard deviation and correlation. T test used as parametric test to examine the difference between studied subject. Chi-square test was used for assessing the level of time management skills and test anxiety. Pearson's

correlation test was used to measure relationship between time management skills and test anxiety

3. Results

Table (1) clearly shows that, more than three quarter of students(79.0%) were in the age group 18 to less than 20, with mean age 19.83 ± 0.85 years, (84.3%) of them at Benha university . regarding residence the majority of students (87.7%) were lived with their families (97.3 %) of them at Menoufiya University , and (99.6%) of student were single while (0.4%) of them were married at Benha University .Concerning academic year (34.8%) of student enrolled in second year while (32.3%) in third year and (32.9%) in fourth year.

Table (2) , clearly shows the level of nursing student' test anxiety at Benha and Menoufiya University . The results revealed that there was statistical significance difference ($X^2 = 179.100$, $p = 0.000$) . 43.6% of student at Benha University and more than two thirds of students (66.2 %) at Menoufiya University have moderate level of test anxiety.

Table (3) presents the student mean score of test anxiety in relation to academic year . the result revealed that there was statistical significance difference between second year and fourth year student ($t = 2.482$, $p = 0.014$), ($t = 5.123$, $p = 0.000$) respectively at Benha University and Menoufiya University regarding total test anxiety. The highest mean score as reported by students was 34.54 ± 8.66 among second year students at Benha University and 32.74 ± 7.25 among fourth year student at Menoufiya University.

Table (4) clearly shows the level of nursing student' time management skills at Benha and Menoufiya Universities . The results revealed that

there was statistical significance difference ($X^2 = 35.894$, $p = 0.000$). More than half of students (56.9%) at Benha University and more than two thirds of students (66.5%) at Menoufiya University have high time management skills

Table (5) presents the student mean score of time management skills in relation to residence . the result revealed that there was statistical significance difference between student living with family and student living in aliens home regarding items of Goal Setting skill ($t = 2.576$, $p = 0.010$) , and Prioritization skill ($t = 3.831$, $p = 0.000$).

Table (6) presents the student mean score of time management skills in relation to academic year . The result revealed that there was statistical significance difference between third year and fourth year students ($t = 9.905$, $p = 0.000$), ($t = 2.511$, $p = 0.028$) respectively at Benha University and Menoufiya University regarding total management skills. The highest mean score as reported by students was (69.72 ± 10.77) among second year student at Benha University and (75.63 ± 6.53) among third year students at Menoufiya University. Also there was statistical significance difference between third year students at Benha University and Menoufiya University in relation to items of Goal Setting skill ($t = 3.422$, $p = 0.001$) , Prioritization skill ($t = 5.883$, $p = 0.000$) Managing Interruptions skill ($t = 7.503$, $p = 0.000$) Procrastination skill ($t = 9.905$, $p = 0.000$) and Scheduling skill ($t = 5.546$, $p = 0.000$).

Table (7) presents the correlation coefficient between test anxiety and time management skills among nursing student. the result revealed that there was insignificance correlation between test anxiety and all components of time management skills and its total.

Table 1. Sociodemographic Characteristics of Nursing Students at Benha and Menoufiya Universities (n= 776).

	Benha University (n= 445)		Menoufiya University (n= 331)		Total	
	No.	%	No.	%	No.	%
Age: Years						
18<20	375	84.3	237	71.6	612	79.0
20≤25	70	15.7	94	28.4	164	21.0
Mean SD	19.75	0.84	19.94	0.87	19.83	0.85
Residence						
With family	356	80.9	322	97.3	678	87.7
Aliens home	89	19.1	9	2.7	98	12.3
Marital status						
Single	442	99.4	331	100	773	99.6
Married	3	.6	0	0	3	0.4
Academic year						
2 nd year	155	34.8	115	34.7	270	34.8
3 rd year	145	32.6	106	32.0	251	32.3
4 th year	145	32.6	110	33.2	255	32.9

Table 2. Level of nursing student' test anxiety at Benha and Menoufiya Universities (n= 776).

	Benha University (n= 445)		Menoufiya University (n=331)		Chi-Square	P Value
	No	%	No	%		
Low	88	19.8	24	7.3	179.100	0.000
Moderate	194	43.6	219	66.2		
High	163	36.6	88	26.6		

Table 3. Comparison of test anxiety among nursing students at Benha and Menoufiya Universities in relation to academic year (n= 796).

Test anxiety	2nd year student		3rd year student		4th year student		t-test
	Benha Uni. (n=155)	Menoufiya Uni.(n=115)	Benha Uni. (n=145)	Menoufiya Uni.(n=106)	Benha Uni. (n=145)	Menoufiya Uni.(n=110)	
	Mean ± SD	Mean± SD	Mean ± SD	Mean± SD	Mean ± SD	Mean± SD	
I have visible signs of nervousness	3.52±1.36	3.17± 1.33	2.94±1.23	2.67±1.12	2.42±1.03	4.13±1.33	t 2.146* p 0.033 t 1.722 p 0.080 t 5.161* p 0.000
I have "butterflies" in my stomach	3.40± 1.37	3.07±1.49	2.46±1.00	2.41±1.38	2.96±1.72	2.83±1.45	t 1.883 p 0.061 t 0.442 p 0.710 t 0.503 p 0.521
I feel nauseated	3.18±1.35	2.96±1.55	2.47±1.20	2.26±1.05	1.66±1.11	2.43±1.30	t 1.298 p 0.195 t 1.441 p 0.173 t 5.162* p 0.000
I read through the test and feel that I do not know any of the answers	3.77±1.21	3.30±1.27	2.86±0.84	2.61±0.72	2.54±1.45	3.20±1.01	t 3.074* p 0.002 t 2.234 p 0.019 t 4.419* p 0.000
I panic before and during a test.	3.45±1.04	3.10±1.22	2.27±0.08	3.09±1.06	2.54±1.44	2.96±3.22	t 2.508* p 0.013 t 7.187 p 0.000 t 825 p 0.421
My mind goes blank during a test.	3.32±1.29	3.04±1.34	2.63±0.94	2.61±1.15	2.74±1.40	3.05±1.15	t 1.758 p 0.080 t 0.047 p 0.914 t 1.864 p 0.107
I remember the information that I blanked on once I get out of the testing situation.	3.45±1.03	3.28±1.14	3.32±0.66	3.04±0.92	2.85±1.05	3.14±1.16	t 1.302 p 0.194 t 2.834* p 0.005 t 2.216* p 0.040
I have trouble sleeping the night before a test.	3.99±1.16	3.95±1.09	3.06±1.21	3.41±1.51	3.63±1.39	4.12±0.95	t 0.328 p 0.743 t 1.861 p 0.047 t 3.302* p 0.002
I make mistakes on easy questions or put answers in the wrong places	3.22±1.08	3.17±1.08	2.55±0.77	2.99±1.13	2.88±1.24	3.28±0.99	t 0.389 p 0.698 t 3.691* p 0.000 t 3.009* p 0.006
I have difficulty choosing answers.	3.21±1.07	2.96±1.09	2.52±0.71	2.97±1.05	3.28±0.90	3.61±0.89	t 1.922* p 0.056 t 4.101 p 0.000 t 3.047* p 0.005
Total test anxiety	34.54±8.66	32.00±7.89	27.08±4.84	28.07±6.883	27.55±8.87	32.74±7.25	t 2.482* p 0.014 t 1.362 p 0.188 t 5.123* p 0.000

Table 4. Level of nursing student' time management skills at Benha and Menoufiya Universities (n= 776).

Time management skills	Benha University (n= 445)		Menoufiya University (n=331)		X ²	P value
	No	%	No	%		
Low	0	0	0	0	35.894	0.000
Moderate	192	43.1	111	33.5		
High	253	56.9	220	66.5		

Table 5. Comparison of Time Management Skills Among Nursing Students at Benha and Menoufiya Universities in Relation to residence

Time management skills	With family (n =678)	Aliens home (n=98)	t	Sig.
	Mean ± SD	Mean± SD		
Goal Setting	13.30±2.567	12.56±3.107	2.576	0.010
Prioritization	23.35±3.954	21.63±5.255	3.831	0.000
Managing Interruptions	13.40±2.752	13.64±2.908	0.815	0.416
Procrastination	9.91±2.098	10.15±1.818	1.089	0.276
Scheduling	9.71±2.088	10.01±2.563	1.280	0.201
Total time management skills	69.65±9.068	68.00±11.646	1.621	0.105

Table 6. Comparison of Time Management Skills Among Nursing Students at Benha and Menoufiya Universities in Relation to Academic Year

Time management skills	2 nd year student		3 rd year student		4 th year student		t
	Benha Uni. (n=155)	Menoufiya Uni.(n=115)	Benha Uni. (n=145)	Menoufiya Uni.(n=106)	Benha Uni. (n=145)	Menoufiya Uni.(n=110)	
	Mean ± SD	Mean± SD	Mean ± SD	Mean± SD	Mean ± SD	Mean± SD	
Goal Setting	13.52± 2.55	12.81±2.22	12.3 9 ±2.86	13.57±2.23	13.26±2.90	13.83±2.515	t 2.376*
							p 0.018
							t 3.422*
							p 0.001
							t 0.980*
							p 0.108
Prioritization	23.37±4.54	23.43±3.64	21.63±3.92	24.74±4.42	22.72±4.01	23.45±3.743	t 0.101
							p 0.920
							t 5.883*
							p 0.000
							t 1.901*
							p 0.133
Managing Interruptions	13.26±2.59	14.12±2.25	12.47±2.16	14.61±2.48	13.03±3.29	13.58±3.192	t 2.836*
							p 0.005
							t 7.503*
							p 0.000
							t 1.720
							p 0.179
Procrastination	9.93±1.98	9.72±2.10	9.46±1.87	11.68±1.65	9.39±2.13	9.86±1.763	t 0.852
							p 0.395
							t 9.905*
							p 0.000
							t 1.607
							p 0.060
Scheduling	9.63±2.44	9.95±2.316	9.49±2.36	10.99±1.93	9.28±1.68	9.48±1.525	t 1.073
							p 0.284
							t 5.546*
							p 0.000
							t 0.853
							p 0.304
Total time management skills	69.72±10.77	70.03±8.15	65.34±8.75	75.63±6.53	67.68±10.62	70.21±6.628	t 0.253
							p 0.800
							t 9.905*
							p 0.000
							t 2.511*
							p 0.028

Table 7. Correlation Coefficient between test anxiety and time management skills among nursing students at Benha and Menoufiya universities.

Test anxiety	Goal Setting		Prioritization		Managing interruptions		procrastination		Scheduling		Total time management skills	
	r	P value	r	P value	r	P value	r	P value	r	P value	r	P value
	0.027	0.450	0.047	0.194	0.001	0.986	0.010	0.781	0.030	0.398	0.036	0.322

4. Discussion

Test anxiety is not the normal nervousness everyone gets before a test. It is an unreasonable fear of having to prove under pressure what one has learned. Test anxiety produces an inability to think clearly in spite of adequate preparation. In nursing course, students need to learn many skills that are important for practicing the nursing profession. With all these activities, student nurses are not able to do some of their tasks other than learning nursing alone. Student nurses may need to prioritize all their activities to provide more room for other activities that are important as well. Time management maybe the best tool for student nurses.

The present study has revealed that three quarter of students' (79.0%) were in the age group 18 to less than 20, (84.3%) of them at Benha University in academic year (34.8%) of students enrolled in second year while (32.3%) in third year and (32.9%) in fourth year. The rationale for their selection this age & academic years excluded the first year that contain a small number of students, is that many new college students simply do not know how to organize their study and do not commit enough time to "active study" approaches. A common student response is, "I read the book, and I should be able to remember the stuff." So a lot of work with basic study skills is critical: active study and memory, test taking, creating study calendar, etc.

Regarding residence the majority of students (87.7%) were lived with their family (97.3%) of them at Menoufiya University, and 99.6% of students were single while 0.4% of them were married at Benha University. In the light of the study result the majority of the respondents indicated they were single (73.8%) and did not have any children or dependants (87.1%).

The current result revealed that (43.6%) of students at Benha University and more than two thirds of students (66.2%) at Menoufiya University have moderate level of test anxiety. This result is similar to David & Ross (2010) who stated that a very high percentage of these students have some form of test anxiety. It is estimated that up to 10% have a relatively high level of anxiety, with another 40% having a mild form. A very small percentage of these students will self-identify and refer them to counseling. And also some students indicated

experiencing nervousness during examinations. More than two thirds of the respondents (69.3%) experienced some level of anxiety during examinations even though they thought they were well-prepared (Sujit et al, 2006). While Waterworth (2003) indicated that students who followed coping strategies related to time management skills, nutrition, exercise, relaxation, and cognitive control provided via a stress management intervention program had lower levels of test anxiety.

According to the present study findings, there was statistical significance difference between second year and fourth year students at Benha University and Menoufiya University regarding total test anxiety. The highest mean score as reported by students among second year students at Benha University and fourth year student at Menoufiya University. These results may be attributed to an increase in the course load or to the difficulty of the course material in that particular academic year. These results are congruent with (Sujit et al, 2006), that there was a significant difference in the test anxiety levels between the fourth- (experiential) and the second-year students as well as between third- and second-year students. Test anxiety has many sources; most commonly it is caused by a lack of exam preparation. Cramming the night before the exam, poor study habits, poor time management, lack of organization of the text, notes.

The present study has revealed that more than half of students (56.9%) at Benha University and more than two thirds of students (66.5%) at Menoufiya University have a high level of time management skills & there was a statistical significance difference. This result is similar to Smith (2010) who states that time management is one of those skills that some people are better at than others. There are those that seem to have a gift at getting things done well and on time, while others struggle to complete the task at all. In the same line (Misra, 2000). clarified that skills in managing how to spend time allows a person to prioritize and accomplish more goals in life, resulting in a sense of well-being because he is able to see the fruits of his labor. It gives him a chance to achieve a balance between work and personal life that can be more satisfying, as opposed to restricting activities to one arena at the expense of the other.

Also the results revealed that there was a statistical significance difference between students living with family and students living in aliens home regarding items of Goal Setting and Prioritization skill. This result congruent with Montello (2003), who stated that most students are accustomed to relying on parents and/or caretakers for time management, nutritional guidance, and consistent love and nurturance. The majority of students have received little or no coaching on how to take care of themselves away from home, and thus feel lost and fearful when they find themselves in a stressful, unfamiliar environment.

Time management skills among nursing student in relation to academic year, the result revealed that there was a statistical significance difference between third year and fourth year student respectively at Benha University and Menoufiya University regarding total management skills. The rationale of that nursing students seeks to maintain his own self-structure by applying ways of adaptation to the surrounding stressors present in the environment to attain what Rogers and Maslow referred to as "self-actualization". the highest mean score as reported among second year students at Benha University and among third year student at Menoufiya University regarding total management skills. This result is similar to Sujit et al, (2006) who stated that some students reported that they could manage their time properly with regarding to study their coursework. Many students indicated that they ended up "cramming" for examinations. Few students strongly agreed that they always started preparing for an examination well in advance. Fourth-year students demonstrated better time management skills compared to skills of students in other academic years. Also Mani (2010) stated that, there was also a significant effect of the year of enrollment on exam stress levels, students' perception of course load, and their ability to manage time with the course work.

The result revealed that there was a positive correlation between test anxiety and all components of time management skills. In contradiction to the finding of this study Mani (2010) conducted a negative correlation between time management and exam stress could be explained by the fact that with better time management and test preparation students would not exhibit exam stress while taking examinations. Inadequate time management and procrastination of study tasks lead to many problems. With better time management skills, students would not end up "cramming" for examinations, and thereby decrease exam stress and improve their academic performance.

Sujit et al, (2006) added that time management were associated with test anxiety levels, student

perception of course load, and their ability to manage time varied based on the academic year. As regarding to Topman et al, (1992) in Sujit et al, (2006) that the negative correlation between time management and test anxiety could be explained by the fact that with better time management and test preparation students would not exhibit test anxiety while taking examinations. Inadequate time management and procrastination of study tasks lead to various study problems.

Conclusions:

Students' ability to manage time with their course work was associated with test anxiety. Future studies should evaluate the role of stress/time management programs to reduce stress and anxiety.

Recommendations:

1. Faculty members evaluate the amount of study material addressed by periodic specific examinations, which may help students to develop higher test competence and gain an adequate amount of knowledge through their curriculum.
2. Faculty members should try to avoid providing excessive amount of material for each test as well as test students more on concepts rather than emphasize rote memorization these findings, it is recommended that
3. Future studies should evaluate the role of stress/time management programs to reduce stress and anxiety.
4. It is reasonable for colleges to teach not just information & reasoning, but also the ability to think clearly and perform well amid the competitive pressure that follow us throughout our life

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