



INFLUENCE OF TIME AND STRESS OF B.Ed. TEACHER TRAINEES TOWARDS THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

Time management is important for maximum health and personal effectiveness. In one's life, feeling of being "out of control" of their time is the major source of stress, anxiety and depression. Teaching is considered a high stress profession, where approximately one quarter of school teachers view teaching as extremely stressful. The objective of the present study was to measure the level of Time management and Stress of B.Ed. Teacher Trainees. And also to find out whether B.Ed. Teacher Trainees differ significantly in their Time management level and Academic achievement & Stress level and Academic achievement with respect to Gender, Locality, Type of Family, Qualification of Father and Qualification of Mother. And also to find out the significant relationship between Time management level and academic achievement, Stress level and academic achievement and Time management level and Stress level of B.Ed. Teacher Trainees. The method used in the present study was Normative Survey. By using Stratified Purposeful Sampling Technique 266 samples were collected. Investigator used modified Medical Student Stressor Questionnaire (MSSQ) for measuring the stress level and Time Management Scale (revised) for measuring Time Management of B.Ed. teacher trainees. Mean, Standard Deviation, t – test, F – ratio were used for analyzing the collected data. Results showed that Time management level is high and Stress level is Moderate among B.Ed. Teacher Trainees. Time management level with respect to Qualification of Mother, Stress level with respect to Type of Family and Academic achievement with respect to Gender, Qualification of Father and Qualification of Mother of B.Ed. Teacher Trainees were found to be significant at 0.05 level. B.Ed. Teacher Trainees show significant and negative relationship between Time management and Stress level and significant and positive relationship between Stress and Academic Achievement at 0.01 level.

KEYWORDS: Time management level, Stress level, Academic Achievement, B.Ed. Teacher Trainees, Gender, Locality, Type of Family, Qualification of Father and Qualification of Mother.

INTRODUCTION :

Time is one of the indispensable and irreplaceable resources of accomplishment. It is the most precious asset for every human being. It cannot be recovered once lost. The practice of ability to manage the time, (as much as any other practice in career) will determine the success or failure of a person. One who has the ability to organize the time in a better way and control the critical events of the life, the better they will feel, moment to moment, the more energy they will have, the better they will sleep and the more they will get done.

Time management involves a range of skills, tools and techniques which are used to manage time for accomplishing specific tasks, projects and goals. This set includes a wide scope of activities and also planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling and prioritizing.

Time management is really life management. Good time management and personal productivity begins by valuing their life and every minute of that life. Time management is important for maximum health and personal effectiveness. The degree to which one can feel in control of their time and their life is a major determinant of their level of inner peace, harmony and mental well-being. In one's life, feeling of being "out of control" of their time is the major source of stress, anxiety and depression.

Stress is an emotionally disruptive or unsettling condition of our mind that occurs as a result of adverse external influences. Body's indecisive reaction to the demand made on it. Researches define stress as a physical, mental or emotional response to events that causes bodily or mental tension. Stress is considered as any outside force or event that has an effect on our body or mind.

Stress describes negative feelings resulting from work that may include anger, frustration, tension and depression that threaten a professional's sense of well-being. Teaching is considered a high stress profession, where approximately one quarter of school teachers view teaching as extremely stressful (Kyriacou, 2001). Consequences of stress are damaging for teachers, students and the educational field in general (Griffith, Steptoe and Cropley, 1999).

Bachelor of Education is a degree course which declares to be professional in emphasis and which was designed from the very beginning with the full and active involvement of B.Ed. teacher trainees. Teacher trainees feel it as a hard task to realise the goals set by them to certain satisfactory level. In fact, every minute is challenging for a sincere as well as committed student. Effective time management can enable B.Ed. teacher trainees to gain control over their time and organize their fragmented, chaotic environment. Time management is made up of a series of methods, strategies and techniques. It is a skill that one can learn, practice and master with determination and repetition. If the B.Ed. teacher trainees learned to manage their time, then they will attain their academic success very easily. If they fail to manage their time, then they will be in severe stress and lag in achieving their academic success.

REVIEW OF RELATED LITERATURE

Arthur James Swart, Kobus Lombard & Henk de Jager (2010) conducted a study on **Exploring the relationship between time management skills and the academic achievement of African engineering students – a case study**. The results of this study were applied to various tests, which indicated no statistically significant relationship between **time management** skills and the academic achievement of African engineering students.

Turgut Karakose (2015) conducted a study on **The Relationship between Medical Students' Time Management Skills and Academic Achievement**. Based on the results of the research conducted on medical students, female students were found to get a higher score than male students. In the view of students' time management skills by place of residence variable; it was revealed that the scores of the students living in state residence halls were higher than those of others. Finally, a positive correlation was detected between medical students' time management scores and performance ratings implying that there is a significant relationship between students' time management skills and their academic achievement. The results also revealed that the students can be said to score moderately on time management. In addition, female students were demonstrated to be more successful than male students on time management.

Cemaloglu, Necati & Filiz, Sevil (2010) conducted a study on **The Relation between Time Management Skills and Academic Achievement of Potential Teachers**. As a result of the research it was determined that student behaviour in the category of time planning was at the highest level and behaviour in the category of time consumers was at the lowest level. The success of the students was above average. There was a significant and positive relation between time planning and time consumers and the academic achievement of the students; there was a low and positive relation between time consumers and academic achievement; there was a meaningful and moderate relation between time management and academic achievement.

Suryalatha & Indhumathi (2012) conducted a study on **Stress among school teachers**. The findings showed that the stress level of the selected teachers, majority of them (100 male and 101 female teachers)

were in high category of stress level. Thirty two male and twenty nine female teachers were having very high level of stress and twenty six male and twenty nine female teachers were having moderate level of stress. There is no significant difference between level of stress and gender.

Alexander Hafner, Armin Stock, Lydia Pinneker & Sabine Strohle (2014) conducted a study on Stress Prevention through a Time Management Training Intervention: An Experimental Study. As hypothesised, perceived stress increased in the Control Group, but not in the time management training group. Furthermore, perceived control of time increased in the time management training group but remained unchanged in the Control Group.

Cyril, A. Vences (2015) conducted a study on Time Management and Academic Achievement of Higher Secondary Students. The results showed that there is significant relationship between the Time management and Academic achievement of Higher Secondary students.

Maysoon (2016) conducted a study on The Effect of the Time Management Art on Academic Achievement among High School Students in Jordan. The findings showed that there was a medium degree and statistical significance at the level of time management according to the high school students in Irbid city. And the presence of statistically significant relationship between the ability to manage time and academic achievement among high school students, also it showed that there was a statistically significant at the level ($\alpha=0.05$) of this relationship regarding the gender variable running on the behalf of females while there was no any differences according to studying hours.

Naidu (2016) conducted a study of the stress of B.Ed. prospective teachers. Findings of the study showed that the 17% of the total sample of B.Ed prospective teachers experienced low level of stress and around 17% of the sample experienced high level of stress. The remaining 66% have experienced moderate level stress. Sex, academic qualifications and location do not make a significant difference in their stress experienced of B.Ed. prospective teachers. Social status does not make a significant difference in their stress experienced of the B.Ed. prospective teachers.

NEED AND SIGNIFICANCE OF THE STUDY

Effective time management improves the quality of life. By managing the time, most common problems such as stress and lack of time for personal interests, can be solved very effortlessly. Effective time management enables the person to lead life peacefully, without much tension. This is because time management focuses on spending the required time correctly for each activity, so that the person doesn't feel fatigue at the end of the day. Therefore, the quality of life improves, as a whole. Therefore, stress management and time management must go hand in hand. Organization, time management, prioritization, concentration, motivation and stress management achieve academic success. Academic achievement is important for the successful development of B.Ed. teacher trainees in society. When B.Ed. teacher trainees manage their time wisely then they feel in greater control of their time. This can make them calmer and less stressed. So, B.Ed. teacher trainees must improve their time management and so that their stress level will become lower. This leads them to success in their academic related activities. Thus knowing about time management and reduced stress level is very important for academic achievement of B.Ed. teacher trainees, investigator has taken this topic for investigation.

OBJECTIVES OF THE STUDY

- ❖ To measure the level of Time management of B.Ed. Teacher Trainees
- ❖ To measure the level of Stress of B.Ed. Teacher Trainees
- ❖ To find out whether B.Ed. Teacher Trainees differ significantly in their Time management level and Academic achievement with respect to
 - Gender (Male / Female)
 - Locality (Rural / Urban)
 - Type of Family (Joint Family / Nuclear Family)

- Qualification of Father (Illiterate / Schooling / Diploma / Graduate / Professional)
- Qualification of Mother (Illiterate / Schooling / Diploma / Graduate / Professional)
- ❖ To find out whether B.Ed. Teacher Trainees differ significantly in their Stress level and Academic achievement with respect to
 - Gender (Male / Female)
 - Locality (Rural / Urban)
 - Type of Family (Joint Family / Nuclear Family)
 - Qualification of Father (Illiterate / Schooling / Diploma / Graduate / Professional)
 - Qualification of Mother (Illiterate / Schooling / Diploma / Graduate / Professional)
- ❖ To find out the significant relationship between Time management level of B.Ed. Teacher Trainees and their academic achievement
- ❖ To find out the significant relationship between Stress level of B.Ed. Teacher Trainees and their academic achievement
- ❖ To find out the significant relationship between Time management level and Stress level of B.Ed. Teacher Trainees.

HYPOTHESES OF THE STUDY

- The level of Time management of B.Ed. Teacher Trainees is Moderate.
- The level of Stress of B.Ed. Teacher Trainees is Moderate.
- There is no significant difference in Time management level and their academic achievement among B.Ed. Teacher Trainees with respect to
 - Gender (Male / Female)
 - Locality (Rural / Urban)
 - Type of Family (Joint Family / Nuclear Family)
 - Qualification of Father (Illiterate / Schooling / Diploma / Graduate / Professional)
 - Qualification of Mother (Illiterate / Schooling / Diploma / Graduate / Professional)
- There is no significant difference in Stress level and their academic achievement among B.Ed. Teacher Trainees with respect to
 - Gender (Male / Female)
 - Locality (Rural / Urban)
 - Type of Family (Joint Family / Nuclear Family)
 - Qualification of Father (Illiterate / Schooling / Diploma / Graduate / Professional)
 - Qualification of Mother (Illiterate / Schooling / Diploma / Graduate / Professional)
- There is no significant relationship between Time management level and academic achievement of B.Ed. Teacher Trainees.
- There is no significant relationship between Stress level and academic achievement of B.Ed. Teacher Trainees.
- There is no significant relationship between Time management level and Stress level of B.Ed. Teacher Trainees.

Method

In this study, normative survey method was adopted.

Population & Sample

The population of the present study was confined with B.Ed. Teacher Trainees in Coimbatore District. The investigator selected 266 samples of B.Ed. Teacher Trainees by using Stratified Random Sampling Technique.

Tools Used

The investigator used modified Medical Student Stressor Questionnaire (MSSQ) for measuring the stress level of B.Ed. teacher trainees in the present study. MSSQ was developed by Muhamad Saiful Bahri Yusoff and Ahmad Fuad Abdul Rahim in 2010. It was modified according to the present study by the investigator. The Investigator used Time Management Scale (revised) developed by Britton & Tesser in 1991 for measuring Time Management of B.Ed. teacher trainees in the present study.

Statistics Used

The data collected were scored and then analysed using the statistical techniques such as Arithmetic Mean, Standard Deviation, 't' test and F – ratio.

Data Analysis and Interpretation

Table 1
Frequency and Percentage of B.Ed. Teacher Trainees for Time management level and Stress level

Variable	Range	Category	Frequency	Percentage
Time Management	14 – 28	Low	4	1.5%
	29 – 42	Moderate	79	29.7%
	43 – 56	High	176	66.2%
	57 - 70	Very High	7	2.6%
Stress Level	0 - 34	Mild Stress	39	14.7%
	35 - 68	Moderate Stress	147	55.3%
	69 - 102	High Stress	77	28.9%
	103 - 136	Severe Stress	3	1.1%

From the Table 1, as the number of B.Ed. Teacher Trainees in the High category (176) is found to be more than Low, Moderate and Very High Time management level categories. Hence the Hypothesis is rejected and it is concluded that the Time management level among B.Ed. Teacher Trainees is High.

And the number of B.Ed. Teacher Trainees in the Moderate Stress category (147) is found to be more than mild, high and severe stress level categories. It is concluded that the Stress level among B.Ed. Teacher Trainees is Moderate as hypothesized.

Table 2
Mean, Standard Deviation and t -values for the scores of Time management, Stress and Academic Achievement with respect to Gender.

Variable	Gender	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Time Management	Male	83	45.36	6.724	0.416	Not Significant
	Female	183	45.73	6.760		
Stress Level	Male	83	54.71	16.802	1.905	Not Significant
	Female	183	59.36	21.577		
Academic Achievement	Male	83	1.66	0.501	8.135*	Significant
	Female	183	2.24	0.609		

From the Table 2, it is revealed that the total mean Time Management level with respect to Gender was higher for Female B.Ed. Teacher Trainees (45.73) than the Male B.Ed. Teacher Trainees (45.36). And it also revealed that the total mean Stress level with respect to Gender was higher for Female B.Ed. Teacher Trainees (59.36) than the Male B.Ed. Teacher Trainees (54.71). Mean Academic Achievement Scores was higher for Female B.Ed. Teacher Trainees (2.24) than the Male B.Ed. Teacher Trainees (1.66).

The t–values calculated for the Time Management (0.416) and Stress (1.905) revealed that Male and Female B.Ed. Teacher Trainees did not differed significantly at 0.05 level. And the t–values calculated for

the Academic Achievement (8.135) revealed that Male and Female B.Ed. Teacher Trainees differed significantly at 0.05 level.

Therefore the null hypothesis, **“There is no significant difference between the Time management level and Stress level of Male and Female B.Ed. Teacher Trainees”** is accepted. **“There is no significant difference between the academic achievement of Male and Female B.Ed. Teacher Trainees”** is rejected.

Table 3
Mean, Standard Deviation and t -values for the scores of Time management, Stress and Academic Achievement with respect to Locality.

Variable	Locality	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Time Management	Rural	164	45.36	6.694	0.784	Not Significant
	Urban	102	46.03	6.821		
Stress Level	Rural	164	59.42	20.684	1.569	Not Significant
	Urban	102	55.47	19.497		
Academic Achievement	Rural	164	2.07	0.632	0.421	Not Significant
	Urban	102	2.04	0.644		

From the Table 3, it is observed that the total mean Time Management level with respect to Locality was higher for Urban B.Ed. Teacher Trainees (46.03) than the Rural B.Ed. Teacher Trainees (45.36). And it is also observed that the total mean Stress level with respect to Locality was higher for Rural B.Ed. Teacher Trainees (59.42) than the Urban B.Ed. Teacher Trainees (55.47). Mean Academic Achievement Scores was higher for Rural B.Ed. Teacher Trainees (2.07) than the Urban B.Ed. Teacher Trainees (2.04).

The t-values calculated for the Time management level (0.784), Stress level (1.569) and academic achievement (0.421) revealed that Rural and Urban B.Ed. Teacher Trainees did not differed significantly at 0.05 level.

Therefore the null hypothesis, **“There is no significant difference between the Time management level, Stress level and academic achievement of Rural and Urban B.Ed. Teacher Trainees”** is accepted.

Table 4
Mean, Standard Deviation and t -values for the scores of Time management, Stress and Academic Achievement with respect to Type of Family.

Variable	Type of Family	N	Mean	Std. Deviation	t- value	Result at 0.05% Level
Time Management	Joint Family	60	46.82	6.640	1.585	Not Significant
	Nuclear Family	206	45.27	6.742		
Stress Level	Joint Family	60	51.35	17.808	3.123*	Significant
	Nuclear Family	206	59.82	20.609		
Academic Achievement	Joint Family	60	2.02	0.651	0.592	Not Significant
	Nuclear Family	206	2.07	0.632		

From the Table 4, it is observed that the total mean Time Management level with respect to Type of Family was higher for Joint Family Type of B.Ed. Teacher Trainees (46.82) than the Nuclear Family Type of B.Ed. Teacher Trainees (45.27). And it is also observed that the total mean stress level with respect to Type of Family was higher for Nuclear Family Type of B.Ed. Teacher Trainees (59.82) than the Joint Family Type of B.Ed. Teacher Trainees (51.35). Mean Academic Achievement Scores was higher for Nuclear Family Type B.Ed. Teacher Trainees (2.07) than the Joint Family Type B.Ed. Teacher Trainees (2.02).

The t-values calculated for the Time management level (1.585) and academic achievement (0.592) revealed that Joint Family and Nuclear Family Types of B.Ed. Teacher Trainees did not differed significantly at

0.05 level. The t-values calculated for the Stress level (3.123) revealed that Joint Family and Nuclear Family Types of B.Ed. Teacher Trainees differed significantly at 0.05 level.

Therefore the null hypothesis, **“There is no significant difference between the Time management level and academic achievement of Joint Family and Nuclear Family Types of B.Ed. Teacher Trainees”** is accepted. **“There is no significant difference between the Stress level of Joint Family and Nuclear Family Types of B.Ed. Teacher Trainees”** is rejected.

Table 5
Mean, Standard Deviation and F - ratio for the scores of Time management, Stress and Academic Achievement with respect to Qualification of Father.

Variable		Sum of Squares	df	Mean Square	F	Result at 0.05% Level
Time Management	Between Groups	217.593	4	54.398	1.202	Not Significant
	Within Groups	11813.294	261	45.262		
	Total	12030.887	265			
Stress Level	Between Groups	2662.709	4	665.677	1.632	Not Significant
	Within Groups	106449.941	261	407.854		
	Total	109112.650	265			
Academic Achievement	Between Groups	4.194	4	1.049	2.661*	Significant
	Within Groups	102.843	261	0.394		
	Total	107.038	265			

From the Table 5, it is inferred that, B.Ed. Teacher Trainees with different qualifications of father (illiterate, schooling, diploma, graduate and professional) did not differ significantly with Time Management (1.202) and Stress levels (1.632) at 0.05 level and differ significantly with the dependent variable namely academic achievement (2.661) at 0.05 level.

Therefore the null hypothesis, **“There is no significant difference among the Time Management and Stress levels of five different categories of qualifications of father of B.Ed. Teacher Trainees”** is accepted. **“There is no significant difference among the academic achievement of five different categories of qualifications of father of B.Ed. Teacher Trainees”** is rejected.

Table 6
Mean, Standard Deviation and F - ratio for the scores of Time management, Stress and Academic Achievement with respect to Qualification of Mother.

Variable		Sum of Squares	df	Mean Square	F	Result at 0.05% Level
Time Management	Between Groups	796.090	4	199.022	4.624*	Significant
	Within Groups	11234.798	261	43.045		
	Total	12030.887	265			
Stress Level	Between Groups	3455.823	4	863.956	2.134	Not Significant
	Within Groups	105656.827	261	404.815		
	Total	109112.650	265			
Academic Achievement	Between Groups	4.555	4	1.139	2.900*	Significant
	Within Groups	102.483	261	0.393		
	Total	107.038	265			

From the Table 6, it is observed that, B.Ed. Teacher Trainees with different qualifications of mother (illiterate, schooling, diploma, graduate and professional) differ significantly with the Time management level (4.624) and academic achievement (2.900) at 0.05 level and did not differ significantly with Stress level (2.134) at 0.05 level.

Therefore the null hypothesis, **“There is no significant difference among the Time Management level and academic achievement of five different categories of qualifications of father of B.Ed. Teacher Trainees”** is rejected. **“There is no significant difference among the Stress level of five different categories of qualifications of father of B.Ed. Teacher Trainees”** is accepted.

Table 7
Correlation Analysis for Time management,
Stress and Academic Achievement of B.Ed. Teacher Trainees

Variable	Time Management	Stress Level	Academic Achievement
Time Management	1	-0.217**	-0.014
Stress Level		1	0.158**
Academic Achievement			1

**Correlation is significant at the 0.01 level.

From the Table 7, it is inferred that, the Time management (-0.217) show significant and negative relationship with the Stress of B.Ed. Teacher Trainees at 0.01 level and no significant relationship with Academic Achievement (-0.014) at 0.01 level. There also existed significant and positive relationship between Stress and Academic Achievement (0.158) at 0.01 level.

Therefore the null hypothesis, **“There is no significant relationship existed between the Time Management level of B.Ed. Teacher Trainees and their Academic achievement”** is accepted. **“There is no significant relationship existed between the Stress level of B.Ed. Teacher Trainees and their Academic achievement”** is rejected. **“There is no significant relationship existed between the Time Management level and Stress level of B.Ed. Teacher Trainees”** is rejected.

RESULTS AND DISCUSSION

From the Table 1, as the number of B.Ed. Teacher Trainees in the High category (176) is found to be more than Low, Moderate and Very High Time management level categories. And the number of B.Ed. Teacher Trainees in the Moderate Stress category (147) is found to be more than mild, high and severe stress level categories. It implies that the B.Ed. Teacher Trainees might have been exposed to maximum utilization of time management in their college and so only they possess moderate stress.

From the Table 2, it is revealed that the total mean Time Management level (45.73), total mean Stress level (59.36) and Mean Academic Achievement Scores (2.24) with respect to Gender was higher for Female B.Ed. Teacher Trainees (45.73) than the Male B.Ed. Teacher Trainees. The t-values calculated for the Time Management (0.416) and Stress (1.905) revealed that Male and Female B.Ed. Teacher Trainees did not differed significantly at 0.05 level. And the t-values calculated for the Academic Achievement (8.135) revealed that Male and Female B.Ed. Teacher Trainees differed significantly at 0.05 level. This may be due to the fact that most of the Male B.Ed. Teacher Trainees are spending their time in playing chatting, watching TV and other activities. They cannot manage their time properly. But, most of the girls are very sincere, responsible to their work. So, they are using their time effectively. And Female B.Ed. Teacher Trainees have an inner urge to excel in their academic achievement, so they possess high stress than male B.Ed. Teacher Trainees.

From the Table 3, it is observed that the total mean Time Management level with respect to Locality was higher for Urban B.Ed. Teacher Trainees (46.03) than the Rural B.Ed. Teacher Trainees (45.36). And it is also observed that the total mean Stress level (59.42) and Mean Academic Achievement Scores (2.07) with respect to Locality was higher for Rural B.Ed. Teacher Trainees than the Urban B.Ed. Teacher Trainees. The t-values calculated for the Time management level (0.784), Stress level (1.569) and academic achievement

(0.421) revealed that Rural and Urban B.Ed. Teacher Trainees did not differ significantly at 0.05 level. This may be due to the fact that the Rural B.Ed. Teacher Trainees might have less exposure to the modern world and technologies, so they may possess low time management. Due to this, their stress level may be high and this stress acts as a driving force in them to achieve success in their academic activities.

From the Table 4, it is observed that the total mean Time Management level with respect to Type of Family was higher for Joint Family Type of B.Ed. Teacher Trainees (46.82) than the Nuclear Family Type of B.Ed. Teacher Trainees (45.27). And it is also observed that the total mean stress level (59.82) and Mean Academic Achievement Scores (2.07) with respect to Type of Family was higher for Nuclear Family Type of B.Ed. Teacher Trainees than the Joint Family Type of B.Ed. Teacher Trainees. The *t*-values calculated for the Time management level (1.585) and academic achievement (0.592) revealed that Joint Family and Nuclear Family Types of B.Ed. Teacher Trainees did not differ significantly at 0.05 level and differed significantly at 0.05 level in their Stress level (3.123). This is due to the fact that students from joint family learn easily to manage their time very well because they may learn from their elders in their family. But nuclear family students have more stress than joint family students because they don't share their joys and sorrows with each other and this makes them going into depression and stress. This stress acts as a motivator and leads them to success in their academic related works.

From the Table 5 and 6, it is inferred that, B.Ed. Teacher Trainees differ significantly with the dependent variable namely academic achievement at 0.05 level. This implies that the highly qualified parents provide more useful forms of instruction, self-perception, encouragement, interaction and exposure for their children than less qualified parents. Hence there might be difference in the B.Ed. Teacher Trainees academic achievements.

From the Table 7, it is inferred that, the Time management (-0.217) show significant and negative relationship with the Stress of B.Ed. Teacher Trainees at 0.01 level and no significant relationship with Academic Achievement (-0.014) at 0.01 level. There also existed significant and positive relationship between Stress and Academic Achievement (0.158) at 0.01 level. This may be due to the fact that, the pupils who are following time management will do their work on time. They will prepare a lesson plan and learn the daily portions on the particular day and due to this habit of time management, the students have less stress. Due to the less stress, the students can achieve well in their academic studies. Here the less stress acts as a driving force to achieve success in their academic activities.

EDUCATIONAL IMPLICATIONS

- The result shows that, Female B.Ed. teacher trainees are better than the male B.Ed. teacher trainees in time management. So the teachers should train the male B.Ed. teacher trainees on effective time management skills and create interest to the students by giving assignments, seminars related to managing time etc.
- Teachers have to train the male B.Ed. teacher trainees to prepare the to-do list on a daily basis and plan and workout maximum task to be completed within minimum available time period.
- Institutions must conduct seminars and lectures for B.Ed. teacher trainees to help them know about how to allocate the right time for subjects in order to obtain higher levels of academic achievement.
- Teachers have to inculcate the B.Ed. teacher trainees about priority, planning, time management, challenges, ambition, self-motivation, attentiveness etc.
- B.Ed. teacher trainees may be given more opportunities to take part in yoga and meditation classes to reduce their stress level.
- Every B.Ed. institution should be provided with facilities offering Guidance & Counseling Cell to help the B.Ed. teacher trainees to manage their stress.
- The result shows significant difference between male and female B.Ed. teacher trainees in their academic achievement. So Parents-Teacher meeting should be conducted on a regular

basis to understand the student's improvement towards education over a period of time which will help us to identify the area of improvement required for students in Education.

CONCLUSION

Time management can be very useful in a student's chaotic schedule. It ensures that students are well prepared, organized and focused to manage their daily lives and complete academic works on time. It can lead to improved success and decreased stress, however, this is a skill that students have to learn and practice. This can be achieved by the cooperation of educationists, teachers, parents and students. So the course must provide training and practice, by that they can produce good time managing, stress free and high academic achieving students to the society. To conclude, if students' improve their time management skills, their stress level decreases and which in turn leads them to academic success.

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