THE RELATION BETWEEN RESPONSIBILITY AND ANXIETY LEVEL IN STUDENTS GROUP

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Abstract:

Education process in a higher educational institution is a complex, multifaceted process that places high demands on the health, plasticity and flexibility of mental and physiological processes of young people. In this study, it is aimed to examine the relationship between responsibility and anxiety level of students who continue their education in the social sciences faculty of a Baku State University.

Material and Methods: The small group of university students consists of fifty people between the ages of 18 and 21 participated in the study. The demographic information of the participants, daily activities, habits, academic results were recorded. Participants' anxiety level was evaluated with the GAD-7 assessment scale.

Results: University students experience different academic stresses. Academic pressures caused by lack of time management, and irresponsible behavior can be a significant source of stress. This situation negatively affects students' mental and physical health. Poor time management, irresponsible behaviors of university students can lead to low academic success and psychological problems. They experience these stress and anxiety symptoms especially during the midterm final exams. As time management skills develop, an increase in academic average is observed.It was found that there was a relationship between the students' responsibility, academic achievement and anxiety level.

Keywords:

Students' personality; responsibility; anxiety level, academic achievement

JEL Classification: I24, I21, I29

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Citation:

NIGAR NASIROVA (2025). The relation between responsibility and anxiety level in students group. International Journal of Teaching and Education, Vol. XIII(1), pp. 1-10., 10.52950/TE.2025.13.1.001

Conflict of Interest: The authors declare no conflict of interest.

Each of the student signed the consent form.

Literature review

University students have difficulty in time management outside of academic studies and experience stress due to not being able to allocate time for different activities (Hill, Goicochea, and Merlo, 2018). Similarly, high school students with poor time management experience more anxiety (Ghiasvand, Naderi, Tafreshi et al., 2017). Time management offers individuals the opportunity to structure and control their activities (Claessens, van Eerde, Rutte, and others, 2004). Planning sleep, exercise, and rest periods during the day, in other words, effective time management, can lead to a decrease in individuals' illnesses. Therefore, it can be said that there is an important relationship between time control and physical health (O'Connell, 2014). Such control can significantly improve both the academic development and the quality of life of university students (Wang, Kao, Huan, et al., 2011). Therefore, it is very important to develop time management skills in order to increase both academic motivation and reduce anxiety levels in university students (Ghiasvand, Naderi, Tafreshi, et al., 2017).

Individuals experience changes in their responsibility in academic achievement, in being ready for exams, time management and regulation in events that seriously affect social life, such as pandemics. During this period, it has been shown that health sciences students with poor time management have low physical activity levels, poor sleep quality, and poor educational balance (Pekçetin and Günal, 2021; Alaca, Yıldız, Zeytin, et al., 2022). As the researchers mentioned, it has been reported that medical students try to cope with multiple academic demands and stress factors by reducing their sleep time, and therefore they need appropriate interventions that focus on time management skills (Almojali, Almalki, Alothman, et al., 2017). As a result, individuals' time management provides clues about the balance between studies. Interventions regarding time management can provide better study balance (Pekçetin and Günal, 2021). Alay and his colleagues reported that time management reduces stress, maintains balance, increases productivity, and helps individuals achieve success by achieving goals. Based on this perspective, they emphasized that time management is related to all areas of life (Alay and Koçak, 2002).

In this respect, it is very important to prepare special programs to improve the well-being of students studying at universities, help them to decrease anxiety level before exams. Arrifin, Murtuza Aykach, Stock others mentioned that applications such as mobile applications, creative drama activities, web-based time management intervention, determining priorities and goals, and mentally visualizing the use of time can be implemented for university students to use their time effectively (Ariffin, Mohd Noor, and Alias, 2020; Tanrıseven, Işıl, and Murtaza Aykaç, 2014; Pekçetin and Günal, 2021; Häfner, Stock, Pinneker, et al., 2014). According to literature review it is clear that this problem is actual in different part of the world and is one of the main questions for education.

One of the general theoretical problems of higher education is the problem of students' adaptation to the conditions of study at the university, the difficulties of the first year of study (Nasirova, 2024). Adaptation in this context is defined as a multifaceted process of activating

the social and biological reserves of young people who are in the stage of development and formation, and in this regard requiring increased attention from the teacher to first-year students, the need for their psychological and pedagogical support in the conditions of higher education.
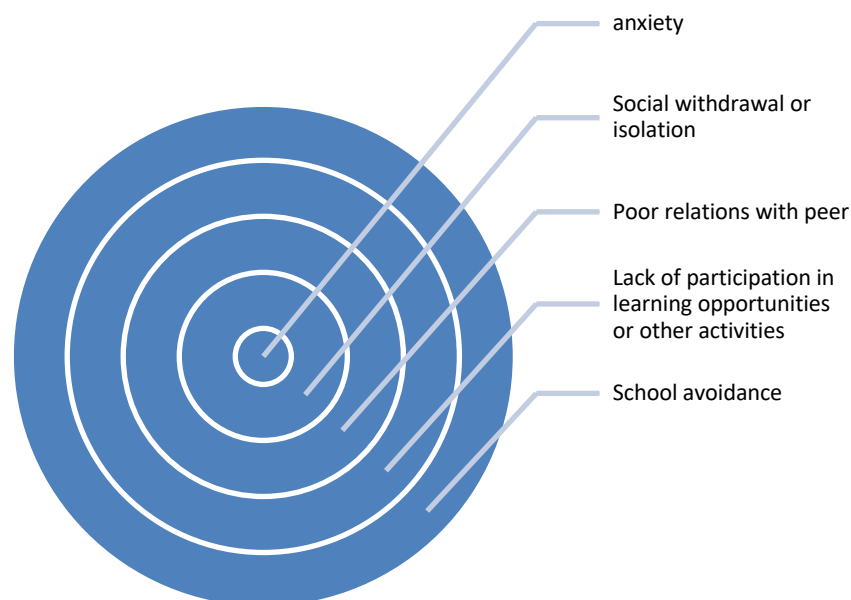
External factors include the adaptation of the individual to objective problem situations, and internal factors are aimed at resolving internal conflicts and individual problems.

All teachers of a higher educational institution must be sensitive to the anxious state of students (especially first-year students) due to changed conditions (Schonoret R., 2017). Constant mental and emotional stress, as well as violation of work, rest, and nutrition regimes often lead to a breakdown in the adaptation process and the development of several diseases.

Although there are different time management interventions that can be made during the undergraduate education process, it has been shown that in general, the anxiety level of students can be decreased with the trainings provided, and an increase in general occupational balance can be achieved with the balance between different occupations such as sleep and physical occupations (Häfner, Stock, & Oberst, 2015; Pekcetin & Günal, 2021; Torpil & Pekcetin, 2022).

Students with an anxiety disorder are at risk of poor academic functioning because of the various factors. The connection between these factors were presented in the following picture:

Picture 1. Anxiety and social activity

anxiety

Social withdrawal or isolation

Poor relations with peer

Lack of participation in learning opportunities or other activities

School avoidance

Poor relations with peers, lack of participation in learning opportunities or other activities, school avoidance, poor self-esteem, behavioral impairment due to their high degree of stress, frequently missing class and poor concentration can be related to student's anxious state.

In this context, the aim of the study is to define the relationship between responsibility, time management skills and anxiety level of students in the faculty of social sciences. It is thought that the results of the study will be guiding in terms of what kind of training should be organized regarding responsibility in youths, students' groups.

Aim of the study

The purpose of this study is to identify the relation between students' responsibility and anxiety level. The sample is represented by students studying faculty of Social science at Baku State University, aged 18 to 21 years.

The following survey that consists of 12 items was used to differentiate demographic items and also daily activities, time management skills. The anxiety level of students was assessed based on GAD-7 assessment tool.

This is calculated by assigning scores of 0, 1, 2, and 3 to the response categories, respectively, of "not at all," "several days," "more than half the days," and "nearly every day."

GAD-7 total score for the seven items ranges from 0 to 21.

- 0–4: minimal anxiety;
- 5–9: mild anxiety;
- 10–14: moderate anxiety;
- 15–21: severe anxiety.

SPSS 22.0 (IBM Corp., Armonk, NY) statistical program was used for data analysis.

Results

As the descriptive statistics, n and % values were calculated for students' gender, education and marital status, habits (smoking, alcohol use), time management skills, and their free time activities. The Kolmogorov–Smirnov test was used to evaluate whether the outcome measures showed a normal distribution. It was seen that the results did not show a normal distribution. The relationship between time management scores, academic achievement results and anxiety level scores was evaluated with Spearman correlation analysis. In all applied analyses, the level of significance was accepted as $p < 0.05$.

The survey was realized in the fall term, at Baku State University in 2024. Participants' survey results were described in the following tables:

Table 1. The statistics of the survey results

	Psychical	Psychological	University	Family	Peer
N Valid	50	50	50	50	50
Missing	0	0	0	0	0
Mean	3,04	2,92	4,30	2,34	2,98
Median	3,00	4,50	4,00	1,00	1,00
Mode	2	2	4	2	0
Std. Deviation	1,511	0,165	1,657	0,222	0,220
Skewness	0,003	0,409	-,642	0,982	1,092
Std. Error of Skewness	0,337	0,337	0,337	0,337	0,337
Kurtosis	-,368	-,526	0,490	1,361	0,013
Std. Error of Kurtosis	0,662	0,662	0,662	0,662	0,662
Minimum	0	0	0	0	0
Maximum	6	7	7	5	4

In this study the students' responsibility was estimated according to their time management skills, academic results (midterm and final exams). The academic achievement results fluctuated 2-3,8 GPA; mean was 2,78±0,5.

Psychological problems related to anxiety, coping skills and abilities, self-esteem and other issues were described from 7th till 17th items. The students' results were between 0-7; 4,5±0,165.

The students irresponsibility cannot be related only their characters, the university, administration have also impact on this issue. The next problems related to academic conditions, course schedule, teachers' approach were the special factors that influenced students' adaptation, and learning activity. Their results were between 0-7; mean was 4±1,6.
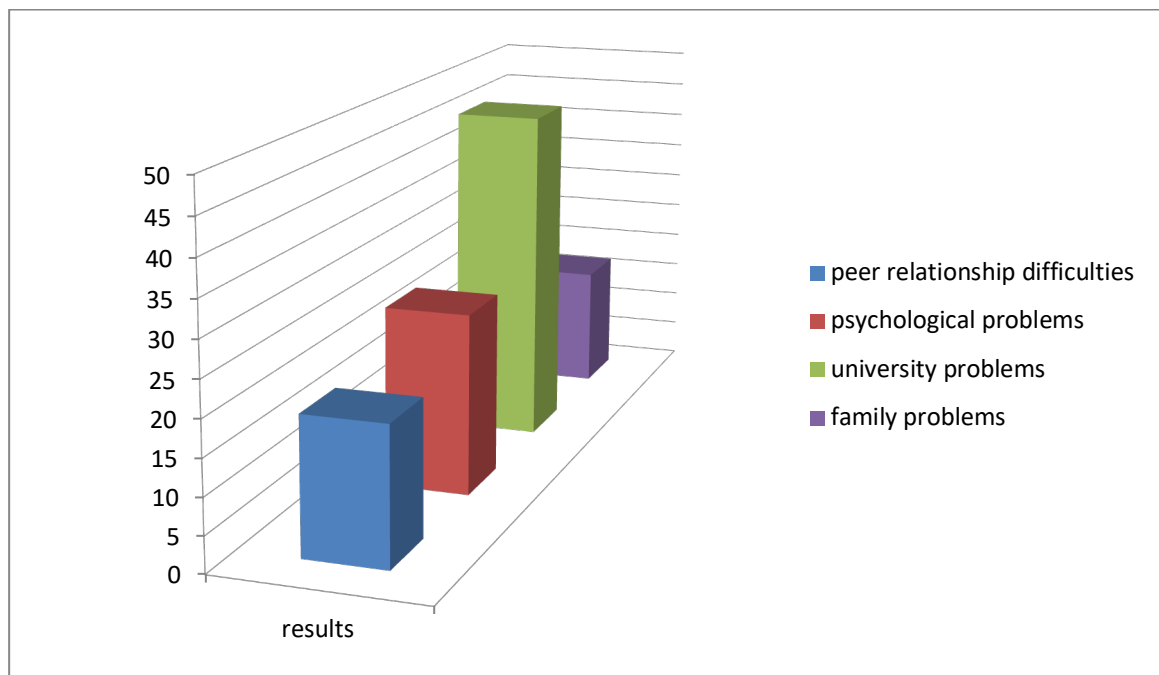
Family problems, parents pressure to them, and financial difficulties of their parents, siblings' interpersonal relationship, and family's expectation affected the students' mental health and their self-esteem. They estimated that factor from 0 till 5; 2,4±0,22.

Peer relationship and difficulties at university, student groups' atmosphere was the last group of the questions. The mean of the result was 2,9±0,22 (min.0; max.4).

The total score was between 12±5.8 (skewness 0.3; kurtosis -0.26). the minimum score was 1, while the maximum was 25 score.
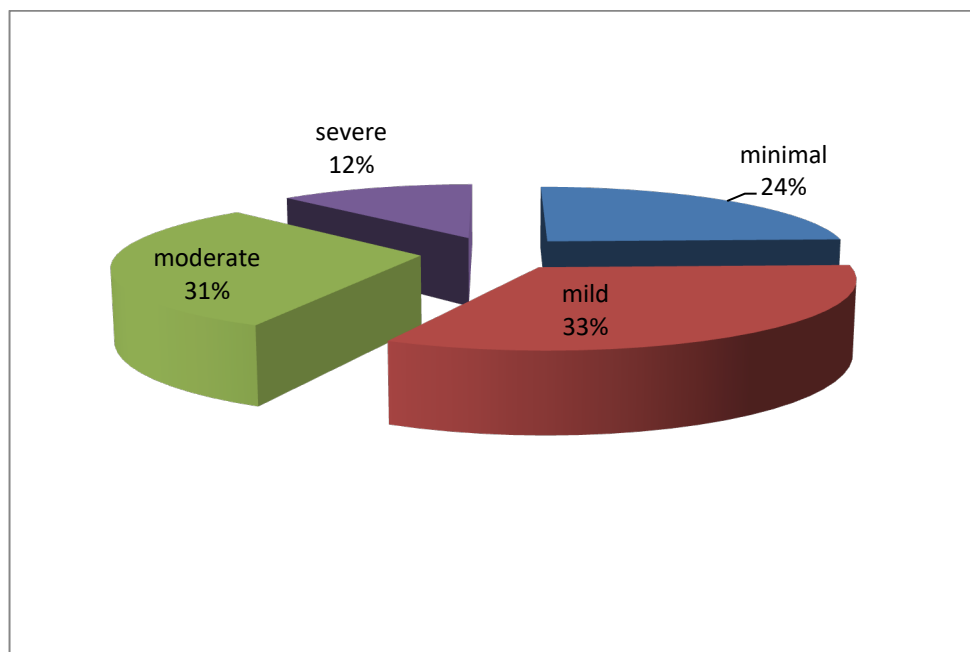
Their answers were described in the following chart with the percentage.

Picture 2. Percentage distribution indicators

The university problems were mentioned more than other issues, as interpersonal relationship and family problems *(respectively, 46,8;19;17,1; F=3,2; df=49, t=5,7; p<0,005)*.

The students' anxiety level fluctuated between minimal and severe level, and the results (with percentage) were described in the following picture.

Picture 3. Anxiety level of students

The correlations factor among these items were positive significant statistically results. Based on these figure it can be highlighted that anxiety level and personal problems, peer relationship difficulties and frequency of university problems related to each others. In this case the interrelated difficulties affect student' learning process, peer relationship, academic results, and also prevent them future success ($p < 0.005$). This relation can increase their anxiety level.

Conclusion

It has been shown that timewasters such as internet and mobile phone use among university students reduce participation in meaningful leisure activities and negatively affect life satisfaction and happiness levels (Ergün and Meriç, 2020; Akyürek, Kars and Bumin, 2018). Similarly, Cherez and colleagues reported that university students who manage their free time well have increased psychological well-being (Cherez, Yerlisu-Lapa, Tercan-Kaas et al., 2021). Wang and colleagues reported that students who manage their free time well have more effective life styles (Wang et al., 2011). Our current results are consistent with the literature.

In our study investigating the relationship between the responsibility, academic achievement, time management status and anxiety level of students at the faculty of social sciences. It was found that there was a relationship between these factors. It was determined that students who managed time better had lower anxiety level, and higher academic results. In addition, it was determined that university administrative procedures develop the students' anxiety level, and determine their low level of self-awareness. The youths' further irresponsible attitudes, and behaviors related to education related their first year's adaptation problems, and untreated anxiety. So it is very important to determine these students, support them, and motivate to the study.

In our study, although some of the items, as a kind of independent variables were questioned, but the fact that cognitive skills and abilities, social emotional skills, and other mental health issues were not examined. These factors were determined as a limitation. In this context, it is recommended that more detailed evaluations be made regarding limitation of current paper in future studies. In addition, the second limitation of the study is sample of population. Moreover students were from only one faculty, so that point can be considered in the next studies. At the same time, the university, education system needs to search this problem, realize various seminars, and programs to develop students' mental awareness, responsibility to their study, prevent anxiety level.

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