



**Time Management Proficiency and Thesis Writing Anxiety among Library and Information Science Doctoral Students in South-West Nigeria**

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**Abstract**

*This study investigated the relationship between time management proficiency and thesis writing anxiety among Library and Information Science (LIS) doctoral students in South-West Nigeria. A descriptive survey design was adopted with a population of 375 doctoral students in six selected public and private university, South-West, Nigeria. In all, 315 questionnaires were found usable, accounting for 84.0% rate of return. Data collection instrument was a structured and validated questionnaire tagged “Time management Proficiency and Thesis Writing Anxiety Questionnaire” (TMPTWAQ), yielding a reliability index of 0.93, and 0.97 for thesis writing anxiety and time management respectively. Primary data collected were analyzed using simple percentages, Mean, SD and Regression analysis at 0.05 level. Findings revealed that thesis writing anxiety was rarely experienced among doctoral LIS students, with cognitive symptoms occurring more frequently than somatic symptoms and avoidance behaviors. However, findings further revealed that self-doubt, and negative self-talk were the most prevalent indicators of cognitive anxiety. Conversely, students exhibited a high level of time management proficiency, with the strongest performance in time management attitude, followed by long-range planning and then by short-range planning. In addition, findings revealed a significant negative relationship between time management*

*proficiency and thesis writing anxiety among doctoral LIS students. The findings thus suggested that while doctoral students in LIS demonstrate commendable time management skills, internal cognitive stressors remain a prominent source of anxiety during thesis writing. The study underscores the importance of strengthening psychological support alongside time management training to mitigate anxiety and enhance doctoral completion rates.*

**Keywords:** Doctoral students, Library and Information Science, South-West Nigeria, thesis writing anxiety, time management

## **Introduction**

Thesis writing represents a critical and demanding stage in the doctoral journey, requiring originality, analytical thinking, and a high level of academic discipline. Unlike other academic tasks, thesis writing involves sustained intellectual engagement, precise organisation, and the ability to communicate complex ideas clearly and persuasively, often without immediate feedback (Al-Sawalha & Chow, 2012; Jawas, 2019). For many doctoral candidates, however, this phase is fraught with psychological and academic challenges, notably writing anxiety, which can impede progress and delay completion (Yanti et al., 2021; Kennedy et al., 2020). Writing anxiety in the context of this work refers to the persistent fear, tension, or apprehension associated with thesis writing. It is often rooted in fear of failure, perfectionism, self-doubt, inadequate language proficiency, and poor supervisory support (Jawas, 2019; Rohmah & Muslim, 2021). These factors can manifest in behavioural avoidance, procrastination, and an overall decline in writing quality (Sabti et al., 2019; Wijaya & Mbato, 2020). For non-native English speakers, the added difficulty of articulating complex academic ideas in a second language often compounds these anxieties, making the writing process even more overwhelming (Al-Sawalha & Chow, 2012; Wu & Buripakdi, 2022).

In Nigeria, doctoral students face further constraints due to infrastructural inadequacies, limited access to research materials, and insufficient academic support, all of which exacerbate psychological distress and contribute to delayed or abandoned theses (Oktavia & Viranda, 2024). The implications extend beyond the individual student, affecting institutional efficiency, family expectations, and society at large, particularly through a diminished pool of highly skilled professionals (Wu & Buripakdi, 2022). Despite the appointment of one or two supervisors tasked with guiding students through the thesis-writing process, many doctoral candidates continue to experience considerable difficulty in articulating their research effectively. This persistent struggle is often compounded by thesis writing anxiety, which frequently results in extended study

durations, delays in thesis completion, and, in some cases, academic misconduct such as plagiarism or the outsourcing of writing tasks. Evidence from South-West Nigeria indicates that challenges associated with thesis report writing remain widespread, contributing significantly to delayed Ph.D. graduations and increased psychological stress among students (Ekpoh, 2016; & Ogunode et al., 2023).

The challenges are often psychological and social in nature, including low motivation, mental fatigue, and the pressure to meet high academic standards (Ho, 2016; Wahyuni & Umam, 2017). The resulting anxiety disrupts focus and hinders productivity, contributing to avoidance behaviours and writing delays (Sabti et al., 2019; Wijaya & Mbato, 2020). Thesis writing anxiety typically manifests in three interrelated forms: cognitive, somatic, and avoidance anxiety (Cheng, 2004). Cognitive anxiety involves negative self-perception, fear of judgement, and difficulty concentrating (Jarvis, 2002). Somatic anxiety refers to the physical symptoms of stress, such as muscle tension, dizziness, or sleep disturbances (Gelenberg, 2000). Avoidance anxiety, on the other hand, is marked by a tendency to evade writing tasks altogether in order to escape the discomfort associated with writing-related challenges (Cheng, 2004). These manifestations are especially prevalent among doctoral candidates in environments with limited academic resources, such as Southwest Nigeria (Oktavia & Viranda, 2024).

Time management emerges as a critical factor in mitigating thesis-related anxiety. Effective time use allows students to plan, prioritise, and allocate effort across the various stages of research and writing (Yanti et al., 2021). Mastery of planning, scheduling, and goal-setting is essential for academic success and psychological resilience (Kostic & Chadee, 2017; Cyril, 2015; Alyami et al., 2021). Both short-term and long-term time management strategies help to prevent last-minute stress and foster steady progress (Nasrullah & Khan, 2015; Laurie & Hellsten, 2002; Yilmaz et al., 2006). Moreover, techniques such as maintaining time logs, prioritising tasks, and developing structured to-do lists are associated with reduced anxiety and improved performance (Macan, 1994; & Le et al., 2020). Time management not only enhances productivity but also promotes well-being and satisfaction, especially in high-pressure academic environments (Camangyan, 2023; Häfner, 2015).

Conversely, poor time management often leads to stress, procrastination, and academic underperformance, particularly when students must balance multiple responsibilities (Britton & Tesser, 1991; Pedroso et al., 2023). Understanding the relationship between writing anxiety and

time management is, therefore, essential. This is because, doctoral students are especially vulnerable to these issues related to thesis writing anxiety due to the demanding nature of their research, the prolonged duration of their programs, and the pressure to make original contributions to their field. In the Nigerian context, these challenges are compounded by factors such as limited access to research resources, inconsistent supervision, and infrastructural deficiencies, which further strain students' ability to manage their time and complete their theses. Although much has been discussed about general academic challenges, there remains a need to explore specific factors like time management in relation to thesis writing anxiety among doctoral students in Nigeria.

### **Statement of the Problem**

One of the most difficult parts of doctoral education is writing a thesis, which frequently causes anxiety that results in avoidance, procrastination, and delayed completion. Many PhD students including those in the field of Library and Information Science (LIS) in South-West Nigeria and in general encounter these difficulties as a result of low resources, inadequate supervisory support, and poor time management abilities. Planning, setting priorities, and lowering stress all depend on effective time management, but many students find it difficult, which makes them more anxious when writing their thesis. However, few studies have looked at the relationship between thesis writing anxiety and time management among LIS doctorate students in Nigeria, despite indications to the contrary. This study, therefore, seeks to investigate the influence of time management on thesis writing anxiety among PhD students in Library and Information Science (LIS) in South-West Nigeria. The objective is to gain a better understanding of the relationship between students' psychological propensity toward thesis writing and their capacity for time management. These kinds of insights will be helpful in creating support systems that will enable PhD students to finish their study more quickly and with less stress.

### **Objective of the Study**

The objectives of this study are to:

- i. ascertain the frequency of experience of thesis writing anxiety among LIS doctoral students in South-West Nigeria;
- ii. examine time management proficiency level among LIS doctoral students in South-West Nigeria; and

- iii. determine the influence of time management on thesis writing anxiety among LIS doctoral students in South-West Nigeria.

## **Research Questions**

The study was guided by the following research questions.

- i. What is the frequency of experience of thesis writing anxiety among LIS doctoral students in South-West Nigeria?
- ii. What is the time management proficiency level among LIS doctoral students in South-West Nigeria?
- iii. Is there any significant influence of time management on thesis writing anxiety among LIS doctoral students in South-West Nigeria?

## **Literature Review**

Conceptually, time management is the conscious planning and control of how individuals spend their time to tasks with the goal to increase efficiency, productivity, and performance (Aeon & Aguinis, 2017; Sahito et al., 2016). It includes goal-setting, prioritization, scheduling, and activity monitoring and is considered a behavioral and self-management skill (Macan, 1994; Razali et al., 2018). Good time management improves academic performance, increases focus, and lowers stress (Häfner et al., 2015; Camangyan, 2023). Pickle jar theory divides time management into three main behaviors: time attitudes (valuing time and concentrating on results), long-range planning (long-term goals and deadlines), and short-range planning (daily/weekly schedules) (Laurie & Hellsten, 2002; Yilmaz et al., 2006).

For PhD students who have to juggle a lot of personal and academic obligations, these activities help them become more prepared, organized, and self-disciplined (Oyuga et al., 2016; Pedroso et al., 2023). Effective time management is essential for Library and Information Science (LIS) doctoral candidates in order to prevent procrastination, reduce anxiety related to writing theses, and guarantee that their research is finished on time. In contrast, ineffective time management frequently exacerbates stress, impedes advancement, and erodes academic confidence (Britton & Tesser, 1991; Ahmad et al., 2023).

Similarly, several empirical studies have reinforced the anxiety-buffering role of time management. For instance, Lee (2021) reported that better time management among students

correlated negatively with both state and trait anxiety, while positively influencing academic motivation. In addition, Orjiude and Agu (2022) found a moderate negative correlation between time management and test anxiety among Nigerian undergraduates, highlighting the need for psychological interventions that improve time management skills. Akcoltekin (2015) observed that improved time management significantly reduced research anxiety in Turkish students. Tamri et al. (2023) demonstrated that time management effectively decreased academic procrastination among doctoral students, with psychological empowerment having no mediating effect.

Furthermore, Oniemola et al. (2023) confirmed that better time management reduces procrastination among undergraduate counsellors. Moreso, Oktavia and Viranda (2024) found that self-regulation skills are negatively correlated with thesis writing anxiety, indicating that students who manage their behaviors well experience less anxiety during stressful academic tasks. However, grit, or perseverance, was positively correlated with anxiety, possibly reflecting increased pressure among highly determined students.

Also, Roshanisehat et al. (2021) identified a strong negative correlation between time management and academic procrastination, and a positive correlation between test anxiety and procrastination, suggesting that interventions should target both time management and anxiety to reduce procrastination effectively. Further, gender differences and field of study affect time management practices and anxiety levels. For instance, Anteneh and Gebremeskel (2023) observed that females tend to procrastinate more, while males multitask more and use technology differently. Rani and Sharma (2018) found that females reported higher academic stress but demonstrated better time management skills than males, with academic stress inversely related to time management proficiency.

## **Methodology**

The study employed a survey research design, with population of 375 doctoral students enrolled in six public and private universities offering LIS doctoral programme in South-West, Nigeria. Given the relatively small and accessible population size, the researcher employed a total enumeration or census sampling technique, to select all doctoral students enrolled for library and information science. Data collection was conducted through a structured questionnaire designed to capture all relevant variables. The questionnaire was divided into three sections, including: demographic information, thesis writing anxiety and time management. Each section utilized

established scales adapted to fit the specific academic and cultural context of LIS doctoral students in South-West Nigeria. This adaptation ensured that the instruments were relevant and accurately reflected the experiences of the participants. To ensure the validity of the research instruments, the questionnaire was reviewed by senior academics and lecturers in the Department of Arts and Social Science Education, Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye. Additionally, a pretest was conducted with thirty-nine doctoral students from universities outside the study area to assess the reliability of the questionnaire. The reliability of the instruments was evaluated using Cronbach's alpha, which gave a reliability value of 0.932, and 0.968 for thesis writing anxiety and time management respectively. Primary data collected were analyzed using simple percentages, Mean, SD and Regression analysis at 0.05 level.

## Result and Discussions

**Table 1:** Distribution of Respondents by Demographic Information

Variable	Category	Frequency	Percentage (%)
<b>Gender</b>	Male	139	44.1
	Female	176	55.9
	<b>Total</b>	<b>315</b>	<b>100</b>
<b>Age Group</b>	< 30 years	24	7.6
	30–39 years	52	16.5
	40–49 years	151	47.9
	50–59 years	73	23.2
	60 years or more	15	3.8
	<b>Total</b>	<b>315</b>	<b>100</b>
<b>Marital Status</b>	Single	39	12.4
	Married	267	84.8
	Divorced/Separated	3	1.0
	Widow/Widower	6	1.9
	<b>Total</b>	<b>315</b>	<b>100</b>
<b>Employment Status</b>	Full Time	285	90.5
	Part Time	12	3.8
	Self Employed	15	4.8
	Not Employed	3	1
	<b>Total</b>	<b>315</b>	<b>100</b>
<b>Sources of Funding</b>	Self-Funded	246	78.1
	TETFund	56	17.8
	Institution/Employer	12	3.8
	Others	1	0.3
	<b>Total</b>	<b>315</b>	<b>100</b>

*Source: Researcher's field work, 2025*



Table 1 presents the demographic distribution of the doctoral students who participated in the study across various institutions in Southwest Nigeria. Findings above indicated that 139 respondents, representing 44.1%, were male, while 176 respondents (55.9%), were female. Similarly, the age distribution reveals that the majority of the respondents were within the middle-age brackets. Specifically, 47.9% (151 respondents) were aged between 40 and 49 years, followed by 50–59 years, accounting for 23.2% (73 respondents), and then 30–39 years of age with 52 respondents (16.5%). Regarding employment status, majority of the respondents 285 (90.5%) reported being in full-time employment. Only 12(3.8%) were employed part-time, 15(4.8%) were self-employed, and 3(1.0%) were unemployed. Consequently, the sources of funding for doctoral studies indicate that 246(78.1%) were self-funded. TETFund sponsorship was reported by 56(17.8%) of the respondents, while only 12(3.8%) received financial support from their institutions or employers.

**Research Question One:** What is the frequency of experience of thesis writing anxiety among LIS doctoral students in South-West Nigeria?

**Table 2:** Descriptive Statistics showing the frequency of experience of thesis writing anxiety of LIS doctoral students

S/N	Thesis Writing Anxiety	Never	Rarely	Often	Very Often	Mean	SD
<b>Somatic</b>							
1	During thesis writing, I experience nervousness	50 (15.9%)	106 (33.7%)	121 (38.4%)	38 (12.1%)	2.47	0.90
2	I experience rapid breathing during thesis writing	78 (24.8%)	115 (36.5%)	98 (31.1%)	24 (7.6%)	2.22	0.91
3	During thesis writing, I experience headaches	68 (21.6%)	144 (45.7%)	88 (27.9%)	15 (4.8%)	2.16	0.81
4	During thesis writing, I experience insomnia (sleeplessness)	88 (27.9%)	116 (36.8%)	84 (26.7%)	27 (8.6%)	2.16	0.93
5	During thesis writing, I experience stomach upsets	182 (57.8%)	100 (31.7%)	33 (10.5%)	—	1.53	0.68



S/N	Thesis Writing Anxiety	Never	Rarely	Often	Very Often	Mean	SD
<b>Average Mean</b>						<b>2.11</b>	
<b>Cognitive</b>							
1	During thesis writing, I struggle with self-doubt	35 (11.1%)	96 (30.5%)	140 (44.4%)	44 (14.0%)	2.61	0.86
2	During thesis writing, I struggle with negative self-talk	38 (12.1%)	113 (35.9%)	132 (41.9%)	32 (10.2%)	2.50	0.83
3	During thesis writing, I struggle with Apprehension about how my work would be judged	67 (21.3%)	119 (37.8%)	115 (36.5%)	14 (4.4%)	2.24	0.84
4	During thesis writing, I struggle with fear of getting negative evaluation of my thesis	82 (26.0%)	111 (35.2%)	90 (28.6%)	32 (10.2%)	2.23	0.95
5	During thesis writing, I struggle with fear of failure	94 (29.8%)	140 (44.4%)	66 (21.0%)	15 (4.8%)	2.01	0.84
<b>Average Mean</b>						<b>2.32</b>	
<b>Avoidance Behaviour</b>							
1	I avoid thesis writing task to escape the stress it causes	82 (26.0%)	100 (31.7%)	85 (27.0%)	48 (15.2%)	2.31	1.02
2	I delay my thesis writing till my anxiety subsides	85 (27.0%)	130 (41.3%)	61 (19.4%)	39 (12.4%)	2.17	0.97
3	I focus on other activities instead of thesis writing	98 (31.1%)	111 (35.2%)	67 (21.3%)	39 (12.4%)	2.15	1.00
4	I skip my thesis writing schedules	132 (41.9%)	96 (30.5%)	61 (19.4%)	26 (8.3%)	1.94	0.97
5	I procrastinate starting my thesis writing exercise	142 (45.1%)	88 (27.9%)	67 (21.3%)	18 (5.7%)	1.88	0.94
<b>Average Mean =</b>				<b>2.09</b>			
<b>Overall Mean =</b>				<b>2.17</b>			

Source: Researcher's field work, 2025. Decision rule: If mean is 1-1.74 = Never, 1.75-2.49 = Rarely, 2.5-3.24 = Often, 3.25-4.00 = Very Often

Table 2 shows the frequency of thesis writing anxiety among LIS doctoral students in South-West Nigeria. Overall, anxiety was rarely experienced ( $\bar{x} = 2.17$ ,  $SD = 0.90$ ) on a 4-point scale. Somatic symptoms like nervousness ( $\bar{x} = 2.47$ ) occurred more often than stomach upsets ( $\bar{x} = 1.53$ ). Cognitive anxiety was higher ( $\bar{x} = 2.32$ ), with self-doubt ( $\bar{x} = 2.61$ ) and negative self-talk ( $\bar{x} = 2.50$ ) most common. Avoidance behaviors were also rare ( $\bar{x} = 2.09$ ), though some delayed writing to reduce stress ( $\bar{x} = 2.17$ ). In all, internal cognitive stress was more frequent than physical symptoms or avoidance among these students during thesis writing.

**Research Question Two:** What is the time management proficiency among LIS doctoral students in South-West Nigeria?

**Table 3:** Descriptive statistics showing time management proficiency among LIS doctoral students in South-West Nigeria

S/N	Time Management	HP	P	LP	NP	Mean	SD
<b>Short range planning</b>							
<i>During thesis writing, I ---</i>							
1	multitask when necessary	117 (37.1%)	168 (53.3%)	21 (6.7%)	9 (2.9%)	3.25	0.70
2	break larger tasks into smaller, manageable sections	87 (27.6%)	196 (62.2%)	32 (10.2%)	0 (0.0%)	3.17	0.59
3	prioritise my to-do list daily to manage tasks effectively	75 (23.8%)	200 (63.5%)	34 (10.8%)	6 (1.9%)	3.09	0.64
4	limit distractions during writing sessions	87 (27.6%)	167 (53.0%)	53 (16.8%)	8 (2.5%)	3.06	0.74
5	assess daily accomplishments	78 (24.8%)	177 (56.2%)	51 (16.2%)	9 (2.9%)	3.03	0.72
6	schedule deep work sessions each week to focus on significant task ahead	71 (22.5%)	183 (58.1%)	58 (18.4%)	3 (1.0%)	3.02	0.67
7	use checklists to track my progress on any assignment	78 (24.8%)	171 (54.3%)	58 (18.4%)	8 (2.5%)	3.01	0.73

S/N	Time Management	HP	P	LP	NP	Mean	SD
8	set short-term deadlines for each phase of writing	65 (20.6%)	194 (61.6%)	50 (15.9%)	6 (1.9%)	3.01	0.67
9	allocate specific times for writing	78 (24.8%)	155 (49.2%)	67 (21.3%)	15 (4.8%)	2.94	0.81
10	review daily goals each morning	72 (22.9%)	148 (47.0%)	74 (23.5%)	21 (6.7%)	2.86	0.84
<b>Average Mean =</b>						<b>3.04</b>	
<b>Time management attitude</b>							
<i>During thesis writing, I ---</i>							
1	view time management as essential for achieving goals	114 (36.2%)	175 (55.6%)	20 (6.3%)	6 (1.9%)	3.26	0.66
2	believe in the role of time management in building confidence	102 (32.4%)	190 (60.3%)	20 (6.3%)	3 (1.0%)	3.24	0.61
3	understand time management as an ongoing process	102 (32.4%)	182 (57.8%)	31 (9.8%)	0 (0.0%)	3.23	0.61
4	approach tasks with a focus on growth over perfection	94 (29.8%)	196 (62.2%)	19 (6.0%)	6 (1.9%)	3.20	0.63
5	maintain a positive attitude towards time management	96 (30.5%)	183 (58.1%)	30 (9.5%)	6 (1.9%)	3.17	0.67
6	organise similar tasks together	97 (30.8%)	180 (57.1%)	29 (9.2%)	9 (2.9%)	3.16	0.70
7	manage time effectively to reduce anxiety	84 (26.7%)	185 (58.7%)	40 (12.7%)	6 (1.9%)	3.10	0.68
8	allocate specific hours to different writing tasks	90 (28.6%)	167 (53.0%)	52 (16.5%)	6 (1.9%)	3.08	0.72
9	review time usage regularly for efficiency	70 (22.2%)	206 (65.4%)	30 (9.5%)	9 (2.9%)	3.07	0.65
10	embrace consistent writing practice for competence	72 (22.9%)	197 (62.5%)	40 (12.7%)	6 (1.9%)	3.06	0.66
<b>Average Mean =</b>						<b>3.16</b>	

S/N	Time Management	HP	P	LP	NP	Mean	SD
<b>Long Range Planning</b>							
<i>During thesis writing, I ---</i>							
1	tackle the most challenging tasks first.	116 (36.8%)	167 (53.0%)	32 (10.2%)	0 (0.0%)	3.27	0.63
2	try different writing techniques to find the best fit	91 (28.9%)	183 (58.1%)	36 (11.4%)	5 (1.6%)	3.14	0.67
3	take regular breaks to maintain productivity	103 (32.7%)	165 (52.4%)	33 (10.5%)	14 (4.4%)	3.13	0.77
4	set long-term goals to guide daily efforts.	82 (26.0%)	185 (58.7%)	42 (13.3%)	6 (1.9%)	3.09	0.68
5	seek feedback regularly to enhance skills	89 (28.3%)	175 (55.6%)	42 (13.3%)	9 (2.9%)	3.09	0.72
6	delegate responsibilities to balance my workload.	96 (30.5%)	151 (47.9%)	50 (15.9%)	18 (5.7%)	3.03	0.83
7	set milestones for research projects	52 (16.5%)	219 (69.5%)	39 (12.4%)	5 (1.6%)	3.01	0.59
8	maintain a writing routine that accommodates commitments	73 (23.2%)	176 (55.9%)	49 (15.6%)	17 (5.4%)	2.97	0.78
9	break time into intervals (pomodoro technique) to manage time effectively	60 (19.0%)	178 (56.5%)	66 (21.0%)	11 (3.5%)	2.91	0.73
<b>Average Mean =</b>						<b>3.07</b>	
<b>Overall Mean =</b>						<b>3.09</b>	

Source: Researcher's field work, 2025. Decision rule: if mean is 1-1.74 = Not Proficient, 1.75-2.49 = Less Proficient, 2.5-3.24 = Proficient, 3.25 - 4.00 = Highly Proficient

Table 3 presents the time management proficiency among LIS doctoral students in South-West Nigeria. The overall mean score ( $\bar{x} = 3.09$ ) on a 4-point scale shows they are proficient in managing time during thesis writing. Proficiency was noted in short-range planning ( $\bar{x} = 3.04$ ), multitasking ( $\bar{x} = 3.25$ ), breaking tasks into smaller parts ( $\bar{x} = 3.17$ ), and prioritizing daily lists ( $\bar{x} = 3.09$ ). Attitude towards time management was positive ( $\bar{x} = 3.16$ ), with students valuing it for

goal achievement ( $\bar{x} = 3.26$ ) and confidence building ( $\bar{x} = 3.24$ ). In long-range planning ( $\bar{x} = 3.07$ ), students prioritized challenging tasks first ( $\bar{x} = 3.27$ ) and used varied writing techniques ( $\bar{x} = 3.14$ ). Less common were time techniques like Pomodoro ( $\bar{x} = 2.91$ ) and maintaining flexible routines ( $\bar{x} = 2.97$ ).

**Research Question Three:** Is there any significant influence on thesis writing anxiety among LIS doctoral students in South-West Nigeria?

**Table 4:** Linear regression showing the influence of time management on thesis writing anxiety among LIS doctoral students in South-West Nigeria

Variable	B	Std. Error	Beta	T	Sig.	$R^2$	F	ANOVA Sig
(Constant)	41.169	3.349		12.295	.000	0.021	6.744	0.010
Time Management	-.096	.037	-.145	-2.597	.010		(1,313)	

Dependent Variable: Thesis Writing Anxiety

Table 4 presents the result of the linear regression analysis showing the influence of time management on thesis writing anxiety among LIS doctoral students in South-West Nigeria. The unstandardised regression coefficient (B) for time management is -0.096, indicating that a one-unit increase in time management ability leads to a 0.096 unit decrease in thesis writing anxiety, assuming other factors remain constant. The negative coefficient signifies an inverse relationship, suggesting that better time management is associated with lower anxiety levels. The t-value of -2.597 is statistically significant at  $p = 0.010$ , which is less than the 0.05 significance level, confirming that the relationship is meaningful. The R-squared value ( $R^2$ ) is 0.021, showing that time management explains 2.1% of the total variation in thesis writing anxiety among the doctoral students. Hence, the hypothesis of no significant influence is by the above rejected. Thus, and statistically, time management has a significant influence on thesis writing anxiety among LIS doctoral students in South-West Nigeria

## Discussion of Findings

Findings showed that LIS doctoral students in South-west Nigeria rarely experience thesis writing anxiety with cognitive anxiety notably self-doubt and negative self-talk were the most common anxiety than somatic symptoms or avoidance behaviors. This aligns with research

indicating that internal psychological stress is often more pronounced than physical symptoms in academic anxiety (Akcoltekin, 2015). Likewise, study findings revealed that doctoral LIS students were proficient in time management, excelling particularly in multitasking and prioritization. Positive attitudes toward time management, such as valuing it for goal achievement, reflect findings by Lee (2021), who linked strong time management skills with reduced anxiety levels. Study findings agree with that of Rani and Sharma (2018) who reported higher academic stress but demonstrated better time management skills than males, with academic stress inversely related to time management proficiency. Equally, result further demonstrated a significant negative influence of time management on thesis writing anxiety. This supports previous studies (Orjiude & Agu, 2022; Akcoltekin, 2015) that emphasize time management as a key factor in mitigating academic anxiety. Similarly, Tamri et al. (2023) and Oniemola et al. (2023) found effective time management reduces procrastination, which often exacerbates anxiety. Similarly, study findings corroborate with that of Lee (2021) who reported that better time management among students correlated negatively with both state and trait anxiety, while positively influencing academic motivation. In addition, the findings of this study align with that of Oktavia and Viranda (2024) who found that self-regulation skills are negatively correlated with thesis writing anxiety, indicating that students who manage their behaviors well experience less anxiety during stressful academic tasks. Not only that, study findings align with that of Roshanisefat et al. (2021) who identified a strong negative correlation between time management and academic procrastination

## **Conclusion and Recommendations**

In conclusion, the study reveals that doctoral LIS students in Southwest Nigeria generally experience low levels of thesis writing anxiety, with cognitive symptoms such as self-doubt and negative self-talk occurring more frequently than physical or avoidance behaviors. Their demonstrated proficiency in time management, particularly in multitasking and prioritizing tasks plays a significant role in alleviating anxiety during the thesis writing process. The clear negative relationship between time management and thesis writing anxiety reinforces the importance of effective time management as a key strategy for reducing academic stress and procrastination. Based on these findings, it is recommended that universities and supervisors should provide targeted training and workshops for students focusing on developing doctoral students' time management skills. Encouraging the adoption of structured planning techniques and positive

attitudes towards time management can further empower students to better handle thesis demands. Additionally, integrating psychological support services that address cognitive anxiety, such as counseling or peer support groups, would help students manage internal stressors like self-doubt and negative self-talk. By combining practical time management guidance with mental health support, institutions can create a more supportive environment that enhances doctoral students' thesis writing experience and academic success.

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