TEST ANXIETY AMONG UNIVERSITY STUDENTS OF KANO STATE OF NIGERIA

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Abstract:

The main aim of the present study was to explore the level of test anxiety among the university students and to find out the significant differences in test anxiety with respect to gender and stream. The sample for this study comprised of 300 student Arts, Science and Business Education streams. Further data was comprised 150 (50%) males and 150 (50%) males. Westside Test Anxiety Inventory by Driscoll (2004) was used to assess the test anxiety among the students. The findings of the present study reported that majority of the university students (N=113) were found to possess moderately high-test anxiety and very less (N= 17) students were found to have low level of test anxiety. Further, male and female students were not found to differ significantly on the scores of test anxiety. Apart from this business group students showed high level of test anxiety as compared to science group students.

1.0 Introduction:

Test anxiety in education is a growing concept and generates concern among the undergraduate students and educators nowadays. Dusek (1980) describes test anxiety as "An unpleasant feeling or emotional state that has both physiological and behavioral components and that is experienced in formal testing or other evaluative situations". Test anxiety acts as a factor that may cause undergraduate students to cope poorly with tiring academic demands, resulting in lower academic performance levels, high attrition rates, and possibly failures on the completion of the programme. Test anxiety in university may engage undergraduate students in certain behaviour, such as academic procrastination, as a defence mechanism. It is an unpleasant psychological state characterized by feelings of tension and apprehension, worrisome thoughts and the activation of the autonomic nervous system when an individual faces evaluative achievement demanding situations. Fear of exams and test situations is widespread in educational institutions and appears to become more prevalent as well as a negative or detrimental effect on test performance. The issues of test anxiety may further be elaborated in relation to the cognitive and emotional predicament of human endeavour, whose efforts is always protective against worry, as cited by

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many educationists like in the work of Borkovec who discussed much on cognitive avoidance, the theory of worry and emotionality (Custer, 2018). The anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes such as increased blood pressure and heart rate, trembling, and profuse sweating (Dawood, 2016).Bryan and Bryan (1983) stated that high test anxiety is positively correlated with the low self-esteem, poor grades and negative attitude towards school. Test anxiety also restrict the academic achievement among the college students (Goetz et al. 2008; Chapell et al., 2005; Culler &Holahan, 1980; Rafiq, Ghazal & Farooqi, 2007.

2.0 Objective:

- To study the test anxiety level of test anxiety with respect to gender and stream.
- To study the significant difference in test anxiety with respect to gender and stream

3.0 Method:

3.1 Sample:

The present research utilised survey design. The questionnaires were distributed to 300 first semester students of Science, Arts and Business Education from different colleges of Kano State of Nigeria by convenient sampling technique. The sample was comprised of 100 students each from science, arts and business education.
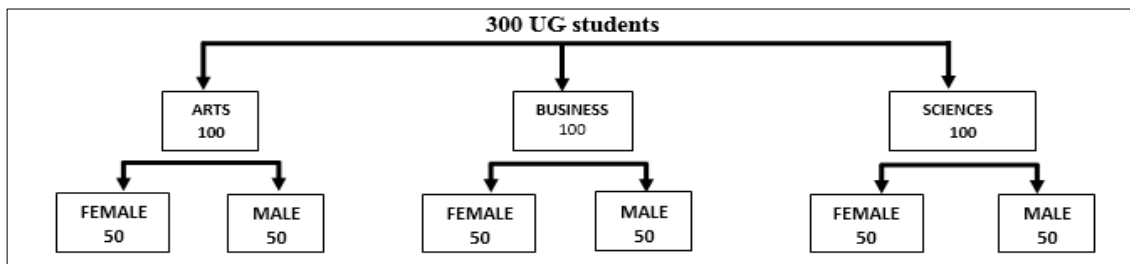

Fig. 1: Distribution of the sample
Source: Primary data generated by author

3.1 Instrument:

In order to assess test anxiety among the students of different streams, Westside Test Anxiety Inventory by Driscoll (2004) was used. The inventory has 10 items. Each item has a response option on 5-point scale viz.Extremely or always true, highly or usually true, moderately or sometimes true, slightly or seldom true, not at all or never true with respective weights of 5,4,3,2,1. The test anxiety score can be obtained by calculating the average of all the responses. The quantified data was analysed with the help of SPSS 22.0 Ver. The Cronbach's alpha was computed on the present sample also, it was found to be 0.732, which is sufficient to confirm the internal consistency of the scale. The level of test anxiety can be measured by using the Table 1.

Table 1: Levels of Test Anxiety

Level of Test Anxiety	Mean Score
Low test anxiety	1-1.9
Average test anxiety	2-2.4
High normal test anxiety	2.5-2.9
Moderately high test anxiety	3-3.4
High test anxiety	3.5- 3.9
Extremely high test anxiety	4-5

Source: Primary data generated by author

4.0 Results:

4.1 Descriptive analysis of the Scale:

The descriptive statistics were obtained by calculating mean, standard error of mean, standard deviation, skewness, standard error of skewness, kurtosis and standard error of, kurtosis. The results have been presented in Table 2.

Table 2: Descriptive Statistics of Test Anxiety and Academic Procrastination Scales

	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Test Anxiety	300	3.16	0.04	0.69	-0.42	0.14	0.80	0.28

Source: Primary data generated by author

Data reported in Table 1 shows that the mean score was found to be 3.16, standard error of mean was 0.04, standard deviation was 0.69, skewness was -0.42 and the standard error of skewness was 0.14, while kurtosis was found to be 0.80 and standard error of kurtosis was 0.28.

4.2 Level of Test Anxiety among University Students:

The level of test anxiety was calculated with the help of percentage and the results have been reported in Table 3 and graphically represented in figure1.
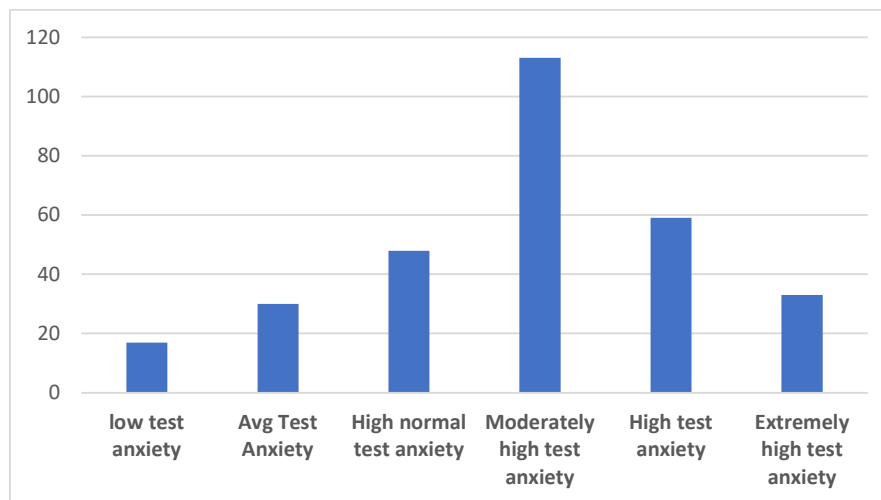

Fig. 1: Level of test anxiety among university students
Source: Primary data generated by author

Table 3: Level of test anxiety among university students

Level of test anxiety	N	%
Low test anxiety	17	5.60%
Average test anxiety	30	10%
High normal test anxiety	48	16%
Moderately high test anxiety	113	37.60%
High test anxiety	59	19.60%
Extremely high test anxiety	33	11%

Source: Primary data generated by author

It is clear from the Table 3 that 15 (5.6%) students were lying in low level of test anxiety, 30 (10%) in Average test anxiety, 48 (16%) in High normal test anxiety, 113 (37.60%) in Moderately high test anxiety, 59 (19.60%) in High test anxiety and 33 (11%) in Extremely high test anxiety. The results indicate that majority of the university students (N=113) were found to possess moderately hig h test anxiety and very less (N= 17) students were found to have low level of test anxiety.

4.3 Group comparison between male and female students with respect to Test Anxiety:

The objective was to find out the significant difference between male and female students with respect to test anxiety; mean standard deviation were calculated for different personal values. For analysing the difference between male and female students, independent sample t test was conducted and the obtained results have been reported in the Table 4 and Table 5.

Table 4: Descriptive statistics of Test Anxiety with respect to gender

Gender		N	Mean	Std. Deviation	Std. Error Mean
Test Anxiety	female	100	3.308	.6739	.0674
	male	200	3.080	.6797	.0481

Source: Primary data generated by author

Table 5: Group comparison between male and female teachers with respect to Test Anxiety

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Test Anxiety	Equal variances assumed	0.1	0.752	2.753	298	0.006
	Equal variances not assumed			2.761	199.633	0.006

Source: Primary data generated by author

It is clear from the Table 5 that the F value for Levene's Test for Equality of Variances for test anxiety is not found to be significant even at 0.05 level of confidence. The insignificant F values indicates that equal variances can be assumed between the groups. Therefore, in order to interpret t test, the statistical values in the "Equal Variance Assumed" row was considered.Further, t (298) = 2.753, p >0.05, which is not found to be significant even at 0.05 level of confidence. Hence, it can be interpreted that male and female students do not differ significantly on the scores of test anxiety. The present finding is not in consonance with the finding of Hashmat et al. (2008) who reported that female students showed high level of exam anxiety as compared to the male students.

4.4 Group comparison among Arts, Sciences and Business Education Students with respect to Test Anxiety:

The objective was to find out the significant difference among Arts, Sciences and Business Education students with respect to Test Anxiety. For analyzing the difference among Arts, Sciences

and Business Education students, one-way ANOVA was conducted and the obtained results have been reported in the Table 6 and Table 7.

Table 6: Descriptive Statistics forTest Anxiety among Arts, Sciences and Business Education students

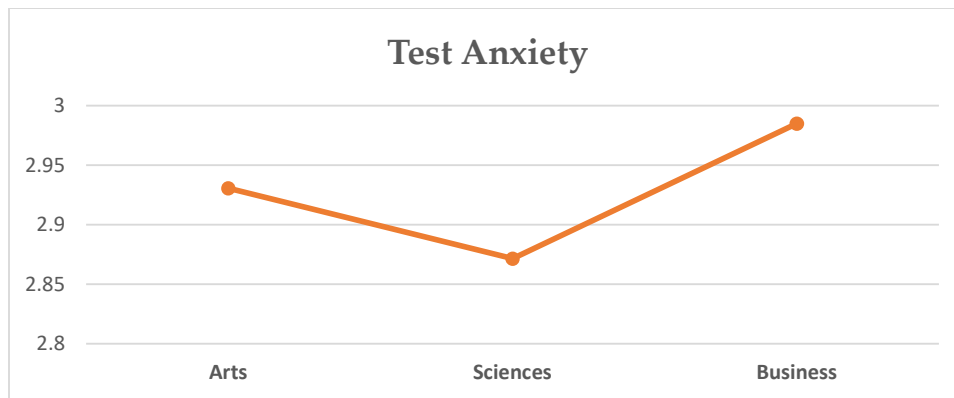| Stream			Statistic	Std. Error
Test Anxiety	Arts	Mean	3.174	.0742
		Std. Deviation	.7416	
		Skewness	-.264	.241
		Kurtosis	.217	.478
	Sciences	Mean	2.965	.0729
		Std. Deviation	.7290	
		Skewness	-.641	.241
		Kurtosis	.397	.478
	Business	Mean	3.328	.0519
		Std. Deviation	.5189	
		Skewness	.568	.241
		Kurtosis	.294	.478

Source: Primary data generated by author

Fig. 3: Test Anxiety among Arts, Sciences and Business Education Students
Source: Primary data generated by author

Table 7: Summary of one way ANOVA on the scores of Test Anxiety among Arts, Sciences and Business Education Streams

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.639	2	3.319	7.373**	.001
Within Groups	133.722	297	.450		
Total	140.360	299			

**significant at 0.01 level of confidence

Source: Primary data generated by author

It is clear from the Table 7 that F (2, 297) = 7.373, p= .001 (<0.01), which is found to be significant at 0.01 level of confidence. This shows that Arts, Sciences and Business Education Students differ significantly on the score of Test Anxiety. Further in order to analyse which group differ significantly, Scheffe Post Hoc Test was employed and the obtained results have been presented in the Table 8.

Table 8: Summary of Scheffe Post Hoc Test for Multiple Comparisons

(I) Stream		Mean Difference	Std. Error	Sig.
Arts	Sciences	.21	.094	.090
	Business	-.15	.094	.270
Sciences	Arts	-.21	.094	.090
	Business	-.36*	.094	.001

*The mean difference is significant at the 0.05 level.
Source: Primary data generated by author

It is clear from the Table 8 that the mean difference for the group Science and Business Education group (0.36*) is found to be significant at 0.05 level of confidence. This indicates that Science and Business education group differ significantly on the score of Test Anxiety. Further, on analysing the mean scores from the Table 3.8, it has been found that the mean score of Business group (3.328) is found to be higher than the mean score of Science group (2.965). This shows that Business group students showed high level of test anxiety as compared to science group students.

5.0 Conclusion:

The findings of the present study reported that majority of the university students (N=113) were found to possess moderately high-test anxiety and very less (N= 17) students were found to have low level of test anxiety. Further, male and female students were not found to differ significantly on the scores of test anxiety. Apart from this business group students showed high level of test anxiety as compared to science group students.

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