Etiology Test Anxiety Among Undergraduate Student of Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt

Ogechi Chuka-Okonkwo
Department of Foundation and Counselling
Faculty of Education,
Imo State University, Owerri, Nigeria.
08037067782
ogechichukaokonkwo127@gmail.com

and

Daba Angel Somiari
Department of Psychology and Counselling
Faculty of Education,
Ignatius Ajuru University of Education,
Port Harcourt, Rivers State.
08033429415
dabasomiari1@gmail.com

Abstract

This study investigated on Etiology test anxiety among undergraduate students of Faculty of Education, Ignatius Ajuru University of education, Port Harcourt. The design is survey research design, the population is three hundred and seventeen 317. The instrument for data collection was rating scale of 20 items. The sample was three hundred 300 respondents of students and staff from three departments. The main instrument for this study is a rating scale. The rating scale consists of the (20 sections, section A and section B. section a seeks information on the personal data of the respondents while section B contains items that were used to assess the personal opinion on the etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education The validity was established by three experts, two from guidance and counselling and one from measurement and evaluation. The reliability was ascertained using Pearson product moment correlation coefficient and 0.94 was realized indicating that the instrument was reliable for study. The study found out that the cause of anxiety on undergraduate students was student's perception of extensive course load, infective studying lack of review and revising of course materials studied and so on. The researcher then recommended the following; The counsellor should assess test anxiety by

using standardized assessments to evaluate clients' test anxiety levels and identify underlying causes, The Educators should create a supportive learning environment to foster a positive and supportive classroom environment, improve study habit and time management among the students, teachers and counsellors should motivate students and so on.

Keyword: Etiology Test Anxiety, Undergraduate students, Academic Performance, Wellbeing.

Introduction

Etiology Test Anxiety is a pervasive issue affecting a significant number of students worldwide. It is characterized by physiological, emotional, and cognitive reactions to perceived evaluation. Understanding the etiology of test anxiety among undergraduate students in the Faculty of Education at Ignatius Ajuru University of Education, Port Harcourt, is crucial for developing effective interventions and support systems to enhance academic performance and wellbeing. According to Iwundu (2020), test anxiety is a complex phenomenon that involves cognitive, affective and behavioural components. It is characterized by feeling of apprehension, nervousness and worry that can interfere with a student's ability to perform optimally on exams and other academic tasks. Research has shown that text anxiety can have serious consequences for students, including decreased academic performance, reduced self-esteem and increase dropout rate (Cassady & Johnson, 2022). Furthermore, test anxiety can also have long-term effects such as limiting career choices and opportunities. In Nigeria, where education is highly valued and competitive, test anxiety is a significant concern. Studies have shown that Nigerian students experience high levels of test anxiety which can be attributed to various factors including cultural and societal pressures, inadequate preparation and lack of support from educators and parents (Okeke & Aluede 2022).

Test anxiety is a prevalent issue among undergraduate students, characterized by excessive worry, nervousness and apprehensions. This form of anxiety can significantly impair academic performance and overall well-being. Understanding the etiology of test anxiety is crucial for developing effective interventions to support students. According to Chinwe (2019), anxiety is a basic human emotion, consisting of fear and uncertainty. Iroegbu, Nkwocha, and Onyemerekeya (2018) posit that emotion produce string feeling of fear, anger, sexual desire, and affection and so on. Anxiety is an unpleasant state that involves a complex combination of emotions. It is often accompanied by physical sensations such as heart palpitations, nausea, and chest-pain, shortness of breath or tension and headache (Chuka-Okonkwo, 2018). Test anxiety encompasses cognitive, emotional and physiological components that negatively affects students' academic achievements. In Nigeria, several studies have explored various factors influencing test anxiety among undergraduates. For instance, Oladipo (2023) examined demographic predictors such as age and gender but found no significant correlation with test anxiety levels. Similarly, Lawal (2017) investigated the impact of academic self-confidence on test anxiety dimensions, highlighting the role of self-perception in managing anxiety. Additionally, research by Oladipo and Ogungbamila (2023) indicated that academic level and faculty affliation do not significantly predict test anxiety, suggesting that other factors may be at play. These findings underscore the need for institution-specific studies to identify unique

contributors to test anxiety.

The literature on test anxiety among undergraduate students highlights the multifaceted nature of this issue. It underscores the importance of addressing both the internal and external factors contributing to test anxiety. By understanding the etiology of test anxiety, educators, psychologists, and policymakers can develop more effective interventions to help students manage their anxiety and improve their academic performance. This literature review sets the stage for the following sections of the paper, which will explore the methodology used in the 6 current study, present the findings, and discuss their implications in the context of the Faculty of Education at Ignatius Ajuru University of Education, Port Harcourt.

Studies have shown that test anxiety is influenced by various factors, including:
• Academic Pressure: High expectations from self, parents, and teachers.
• Preparation: Inadequate preparation and study skills.
• Personality Traits: Traits such as perfectionism and low self-esteem.
• Environmental Factors: Classroom environment, teaching methods, and peer competition.

Some empirical studies like in the study of Abdul Rahaman (2019) which examined changes in levels of anxiety of college students over an academic session. The sample used in the study consisted of seventy female and fifty-five male student of Kwara state college of education Ilorin in the 1995/1996 academic year. Data was collected using two separate instruments. Manifest Anxiety Scale (MAS), and Achievement Anxiety Test (AAI) which were administered during non-stress, middle and stress period. Findings of the study indicated that student had higher anxiety level during non- stress period than during the stress period, although no significant difference was obtained among the three periods. When comparison was made on the basis of sex, female student was found to exhibit higher mean anxiety score than the male students. There was however significant mean difference only during the non-stress period. Based on the findings, the implications of the result were discussed and appropriate recommendations made towards reducing anxiety and improving better academic performance among college student.

Test anxiety is a widespread issue that affects students of all ages and backgrounds. Despite its prevalence, there are still gaps in the understanding of the etiology of test anxiety. Here are some of the key gaps: lack of knowledge about causes of test anxiety, symptoms/effects test anxiety, the influences of test anxiety and remedial measures of test anxiety. These gaps highlighted the need for this study to fully understand the etiology of test anxiety and to develop effective strategies to mitigate its negative effects.

Purpose of the Study

The general purpose of this study is to investigate the etioogy of test anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt. But specifically, the study sought to achieve the following

i. The causes of anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt.

ii. The symptoms/effects of anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt.

iii. The influences of anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt.

iv. Remedial measures to curb anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt.

v. To identify the prevalence of test anxiety among undergraduate students in the Faculty of Education.

vi. To explore the factors contributing to test anxiety.

vii. To analyze the impact of test anxiety on academic performance and overall well-being.

viii. To recommend strategies for mitigating test anxiety.

Research Questions

In line with the purpose of this study, the researchers posed the following research questions to serve as a guide to the study;

I. What are the causes of anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt?

ii. What are the symptoms/effects of anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt?

iii. What are influences of anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt?

iv. What remedial measures should be sued to curb anxiety on undergraduate students Ignatius Ajuru University of Education, Port Harcourt?

Methodology

Based on the problems the study was descriptive survey research, designed to investigate the etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education. The survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or item considered as representing the entire group. The population of the study was three hundred and seventeen (317) students and forty eight (48) from three department from Faculty of Education in Ignatius Ajuru University of Education, Port Harcourt, which includes Department of Psychology and Counselling, Social Science and Measurement and Evaluation which made an aggregate population size of 365. (source: faculty of education and www. Inisuonline.org). It is delimited in finding out the influence of anxiety on undergraduate students. The study looked at the causes, effect, influences and remedies of anxiety on undergraduate students in Ignatius Ajuru University of Education, Port Harcourt. The sample was made up of three hundred respondents (300), comprising of students and staffs from the different department mentioned above using purposive sampling technique which represent the population size. The instrument was a rating scale consisting of questions on the research topic containing the modified 4-point linked type scale of strongly agreed (SA) 4 point, agreed (A) 3 point, strongly disagree (SD) 2 points and disagree (D) 1 point. The rating scale consists of the (20 sections, section A and section B. section a seeks information on the personal data of the respondents while section B contains

items that were used to assess the personal opinion on the etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education. Data were collected using a structured rating scale comprising: Test Anxiety Inventory (TAI): A 20-item scale measuring the frequency of test anxiety symptoms, Study Habits Inventory (SHI): Assessing student's study practices and routines, Academic Self-Confidence Scale (ASCS): Evaluating student's confidence in their academic abilities.

Sample and Sampling Technique

The researchers sampled three departments which is the department of educational psychology, guidance and counselling, and measurement and evaluation from the three departments which made up the study and selected 300 respondents comprising of students and staff from the said department in Ignatius Ajuru University of Education, Port Harcourt using purposive sampling technique which represents 10 percent of population size.

Instrument for data Collection

The main instrument for this study is arating scale. The rating scale consist of questions on the research topic containing the modified 4-point linked type scale of strongly agreed (SA) 4 point, agreed (A) 3 point, strongly disagree (SD) 2 points and disagree (D) 1 point. The rating scale consists of the (20 sections, section A and section B. section a seeks information on the personal data of the respondents while section B contains items that were used to assess the personal opinion on the etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education. Data were collected using a structured rating scale comprising: Test Anxiety Inventory (TAI): A 20-item scale measuring the frequency of test anxiety symptoms, Study Habits Inventory (SHI): Assessing student's study practices and routines, Academic Self-Confidence Scale (ASCS): Evaluating student's confidence in their academic abilities. The rating scale contains twenty (20) item research structured rating scale. All necessary modifications were made during the final drafting of the rating scale doing validation. To establish the reliability of the instrument, the instrument was administered to twenty (20) 'students and staffs that were not included in the study sample using the test retest method at two weeks interval. The responses of the two administrations were collected using the Pearson's Product Moment correlation coefficient (PPMCCO obtained. A reliability value of 0.94 was realized indicating that the instrument was reliable for the study. Rating scale was administered during lecture periods with prior consent from lecturers and participants. Anonymity and confidentiality were assured to encourage honest responses. Descriptive statistics summarized demographic data and test anxiety levels. Inferential statistics, including multiple regression analysis, identified significant predictors of test anxiety. The data collected were analyzed using mean score. The data were coded and the mean for each cluster of the item were calculated. A mean score of 2.5 and above was seen as significant while below 2.5 was seen as insignificant. This area covers the presentation of the analysis of data collected by the researcher for the study which was calculated using scores. A mean score of 2.5 and above was seen as significant while below 2.5 was seen as insignificant. The presentation is according to the four research questions and two hypotheses formulated earlier.

Findings

Research question 1

What are the symptoms of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education?

Table 1: Mean responses on the symptoms of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education.

S/N	Item statement	SA	A	D	SD	EFX	N	X
1.	Extreme body temperature changes	197	85	-	18	1061	300	3.7
2.	Constant nausea,	112	142	27	19	947	300	3.2
3.	Difficulty in organizing one's thought	223	77	-	-	1123	300	3.7
4	Excessive feeling of fear	251	42	-	7	1137	300	3.8
5.	Light headedness or fainting	99	163	22	16	945	300	3.2
	Cluster mean							3.5

Source Field Survey, 2023

From the table above, item 1, 2, 3, 4, and 5 represent the mean scores of 3.5, 3.2, 3.7, 3.8, and 3.2 respectively which indicate that extreme body temperature changes; constant nausea, headaches, and diarrhea; difficulty in organizing one's thought; excessive feeling of fear, and light headedness or fainting are the symptoms of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education. This shows that the above item statements are significant as the cluster mean is above 2.5.

Research questions 2

What are the causes of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education?

Table 2: Mean responses on cause's etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education?

S/N	Item statement	SA	A	D	SD	EFX	N	X
6	Students perception extensive course load	159	121	10	-	1019	300	3.4
7	Ineffective studying which. include lack of review and revising of course materials studied	201	99			113	300	3.7
8	Poor time management	87	209	-	4	979	300	3.3
9	Students cramming course	186	100	11	3	1069	300	3.6
10	Fear of disappointing or alienating friends and family	115	169	2	14	985	300	3.3
	Cluster mean							3.5

Source: Field Survey, 2023
The above table indicates that item 6,7,8,9, and 10 represents 3.4,3.7,3.3, 3.6, and 3.3 respectively which showed that the causes of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education include; students perceptions of extensive course load' ineffective studying which include lack of review and revising of course materials studied; poor time management; students cramming course materials at the last minute, and fear of disappointment or alienating friends and family which has a cluster mean of 3.5. Therefore, it implies that the item statements are significant.

Research questions 3
What are the influences of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education?

Table 3: Mean responses on the etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education?

S/N	Item statement	SA	A	D	SD	EFX	N	X
11	Nervousness which include having difficulty in reading and understanding the questions on the exam paper	76	210	56	9	1055	300	3.5
12.	Remembering the correct answers as soon as the exam is over	197	102	1		1095	300	3.7
13.	Going to blank on exam answer scripts	211	89	-		1111	300	3.7
14.	Low performance during the release of examination results	105	109	46	40	878	300	2.9
15.	Worries about possible Negative consequences.	183	88	15	44	1070	300	3.6
	Cluster mean							3.5

Source: Field survey, 2023.
Table 3 shows that items 11,12,13,14, and 15 with the mean scores of 3.5, 3.7, 2.9, and 3.6 respectively have a cluster mean of 3.5 which indicates that the influence of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education are; nervousness, which include having difficulty in reading and understanding the questions on the exam paper, remembering the correct answers as soon as the exam is over; going blank on exam answer scripts; low performance during the release of examination results; and worries about possible negative consequences. Therefore, the above items statements were positively responded to, which shows that the statement is significant as they are above 2.5.

Research Question 4

What remedial measures should be used to etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education?

Table 4: Mean responses on the remedial measures used to curb etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education.

S/N	Item statement	SA	A	D	SD	EFX	N	X
16	Develop good study habit and ask	223	77	-	-	1123	300	3.7
17	Muscle relaxation techniques can help to increase focus and concentration	183	88	15	44	1070	300	3.6
18	Read questions and Directions carefully before you begin Students	197	102	1	-	1095	300	3.7
19	Proper relaxation	115	169	2	14	985	300	3.3
20	Explore ways to reduce the distraction in your immediate environment	99	163	22	16	945	300	3.2
	Cluster mean							3.5

Source: Field survey, 2O23

From the table above, the item- statements 16, 17, 18, 19, and 20 scored mean scores of 3.7, 3.6, 3.7, 3.3, and 3.2 respectively which indicate that remedial measures which should be used to curb etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education indicate; develop good study habit and ask for assistance whenever necessary; muscle relaxation techniques can help to increase focus and concentration; read questions and directions carefully before you begin; proper relaxation of mind and muscle; and explore ways to reduce the distraction in your immediate environment. These item statements are valid as the cluster mean is 3.5 which are above the agreed mean for significant of items statements.

Discussion of Findings

This research was on influence of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education, Port Harcourt four research questions were formulated and effort was made to discuss their results.

Research question one:

What are the symptoms of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education? In table 4.1, the respondents accepted that the symptoms of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education include extreme body temperature changes, constants nausea, headaches and diarrhea, difficulty in organizing ones though excessive feeling of fear, and light headedness or fainting. This is in line with the assertion of Anamonye and Amaechi (2018) who stated that 14 however, some symptoms are not normal and may require some help to overcome. If you experience the

following symptoms prior to taking an exam or similar action it may be best for you to seek assistance and these symptoms range from sweating heart palpitations, shortness of breath, dizziness, and nausea, these symptoms may indicate a condition known as panic attacks many students experience panic attacks which makes exams and other stressful situations seem to trigger them.

Research Question Two:

What are the causes of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education? Table 4.2 In chapter four indicates that the respondents are of the view that the cause of etiology test anxiety among undergraduate student's in Ignatius Ajuru University of Education are students perception of extensive course load, ineffective studying which include lack of review and revising of course materials studied poor time management. Students cramming course materials at the last minute and fear of disappointing or alienation friends and family. This notion is in line with Collins (2018) who identified four causes of test anxiety. First is proposed to be a learned behaviour resulting from the expectation of parents and teachers or significant others in the student life. Another cause may be the association student has built between grades or test performance and personal worth. Next test anxiety may reflect a fear of disappointing or alienating friends, family and/or parents ability. Finally, students may experience test anxiety stemming from feeling of lack of control and or an inability to change one's present life situation (Collins 2020).

Research Question three:

What are the influences of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education? Table 4.3: Indicates that the respondents agreed to the following item statements which include having difficulty in reading and understanding the questions on the exam paper, remembering the correct answer as soon as the exam is over, going blank on exam answer scripts low performance during the release of examination results and worries about possible negative consequences are the influences of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education. The statement is supported by Putwain, Wood and Symes (2018) who found that achievement goals (fear of failure), perception of confidence and situation influences impact test anxiety for students. For some student, the teacher behaviour influences their performance and anxiety (Collins 2018, Sypon, 2020) therefore, it is important for teachers to keep this in mind as they go through their day. It is possible for teachers to minimize these influences in the student 15 classroom experience and as a result positively impact test scores and achievement. With increase in high states testing (Standardized testing) in education, comes speculation of a correlation between test scores and test anxiety.

Research question four

What remedial measures should be used to curb etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education? In table 4.4 as in chapter four all the respondents are of the view that the remedial measures which should be used to curb etiology test anxiety among undergraduate students in Ignatius Ajuru University of

Education include: develop good study habit and ask for assistance whenever necessary, muscle relaxation techniques can help to increase focus and concentration, read questions and direction carefully before you begin, proper relaxation of mind and muscle and explore ways to reduce the distract in your immediate environment. This statement is in line with answer and Miranda (2018), who posited that the students think that teachers should motivate them and provide more specific orientation concerning the material that will be tested. In other words, subject point out that the teachers should inform the students on the content of tests and number of the questions before the administration they also suggest that eh teacher should avoid negative comment during test and should not frequently remind them of the time left. In addition students insist that teachers should give them enough time to complete the test another aspect in order to alleviate test anxiety is related to the students. They admit that studying systematically would make them less anxious during exams. According to them, the teachers should be aware of student anxiety and try to understand them.

Educational Implications

The findings of this study have far reaching implications for leading and managing schools. Anxiety which is seen as the tense, unsettling anticipation of a threatening but vague event, a feeling of uneasy suspense and student's actual levels of test anxiety cannot be directly measured or examined. The only thing that could be observed is the student's manifestation of test anxiety in the form of emotionality responses. The study implies that anxiety on undergraduate students in the institution is characterized by learning incapacity, task difficulty, the fear of getting bad grades and lack of preparation for a test are the other factors that make learners worried. Similarly, learners with high levels of anxiety have less control of detention. He also suggests that there is considerable -evidence that the performance of highly test anxious individuals on complex tasks is deleteriously affected by evaluation stressors, the less complex the task, the weaker this affect is.

Counselling implications
Past experiences: Explore clients' past experiences with testing, identifying any traumatic or negative events that may contribute to test anxiety.

Symptoms:
Physical symptoms: Help clients recognize and manage physical symptoms of test anxiety, such as rapid heartbeat, sweating, or trembling.

Influence/Effect:
Academic performance: Discuss how test anxiety can impact academic performance, including decreased motivation, poor concentration, and reduced self-esteem.

Remedies:
Relaxation techniques: Teach clients relaxation techniques, such as deep breathing, progressive muscle relaxation, or visualization, to manage anxiety symptoms.

Counseling Strategies:
Cognitive-behavioral therapy (CBT): Use CBT to help clients identify and challenge negative thought patterns and cognitive distortions that contribute to test anxiety.

Mindfulness-based interventions: Incorporate mindfulness-based interventions, such as mindfulness meditation or yoga, to help clients manage anxiety symptoms and improve focus.

Supportive therapy: Provide supportive therapy to help clients feel heard, validated, and supported, addressing any underlying emotional or psychological concerns.

By addressing the causes, symptoms, influence/effect, and remedies of test anxiety, counsellors can develop comprehensive counselling plans to help clients manage test anxiety and achieve academic success.

Summary of findings
From this study, the following findings were discovered;

I.   Extreme body temperature changes; constant nausea, headaches, and diarrhea; difficulty in organizing one's thought excessive feeling of fear; and light headedness or fainting are the symptoms of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education.

ii. The causes of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education include: students1 perception of extensive course load; infective studying which include lack of review and revising of course materials studied; poor time management; students cramming course materials at the last minute; and fear of disappointment or alienating friends and family. From the table above, the item- statements 16, 17, 18, 19, and 20 scored mean scores of 3.7, 3.6, 3.7, 3.3, and 3.2 respectively which indicate that remedial measures which should be used to curb etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education indicate; develop good study habit and ask for assistance whenever necessary; muscle relaxation techniques can help to increase focus and concentration; read questions and directions carefully before you begin; proper relaxation of mind and muscle; and explore ways to reduce the distraction in your immediate environment. These item statements are valid as the cluster mean is 3.5 which are above the agreed mean for significant of items statements.

iii. Extreme body temperature changes; constant nausea, headaches, and diarrhea; difficulty in organizing one's thought excessive feeling of fear; and light headedness or fainting are the symptoms of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education.

iv. The causes of etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education include: students' perception of extensive course load; infective studying which include lack of review and revising of course materials studied; poor time management; students cramming course materials at the last minute; and fear of disappointment or alienating friends and family.

v.   The influence etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education are; nervousness, which include having difficulty in reading and understanding the questions on the exam paper; remembering the correct answers as soon as the exam is over; going blank on exam answer scripts; low 13 performance during the release of examination results; and worries about possible negative consequences.

vi. Remedial measures which should be used to curb etiology test anxiety among undergraduate students in Ignatius Ajuru University of Education include; develop good study habit and ask for assistance whenever necessary; muscle relaxation techniques can help to increase focus and concentration; read questions and directions carefully before you begin; proper relaxation of mind and muscle; and explore ways to reduce the distraction in your immediate environment.

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Recommendations

Based on the counselling implications and strategies discussed earlier, the following recommendations were made:

1. The counsellor should assess test anxiety by using standardized assessments to evaluate clients' test anxiety levels and identify underlying causes, develop personalized plans, integrate relaxation techniques and Foster a growth mindset.

2. The Educators should create a supportive learning environment to foster a positive and supportive classroom environment, encouraging open communication and reducing stress, provide test-taking strategies and Offer resources and support.

3. The Parents/Guardians should encourage open communication to foster open communication with your child, encouraging them to express their concerns and feelings about testing, provide emotional support and Help develop study habits.

4. The Institutions should develop test anxiety programs and services to support students with test anxiety, including counselling, workshops, and support groups, Provide resources and support and Foster a supportive campus culture.

Conclusion

Understanding the etiology of test anxiety among undergraduate students in the Faculty of Education at Ignatius Ajuru University of Education is crucial for developing targeted interventions. By addressing the contributing factors and providing adequate support, it is possible to mitigate the impact of test anxiety on students' academic performance and wellbeing. The findings indicate that modifiable factors such as study habits, academic self-

confidence, and time management significantly contribute to test anxiety among undergraduates at Ignatius Ajuru University. Interventions focusing on improving study strategies, boosting self-confidence, and enhancing time management skills could effectively reduce test anxiety levels. These results are consistent with existing literature, emphasizing the importance of addressing these factors in anxiety reduction programs.

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