Relationship between Tests Anxiety and Students Academic Achievement in Educational Measurement and Evaluation in Usmanu-Danfodiyo University Sokoto State, Nigeria

Salihu Abdullahi GALLE, ATIKU Caleb Sarki, BALA Mohammed Aisha

Abstract— **The focused of this study was to explore the relationship between tests anxiety and students academic achievement in educational measurement and evaluation in Usmanu-Danfodiyo University Sokoto State, Nigeria. Four research questions and one hypothesis guided the study. A sample of 520 students was randomly selected from thirteen different departments in faculty of education. The instrument contained 20 items ''Test Anxiety Inventory (TAI) developed by Spielberger for data collection. Data were analyses using Pearson correlation, multivariate statistics and regression. It was found that a significant negative relationship exists between test anxiety scores and students' academic achievement scores, which a cognitive factor (worry) contributes highly in test anxiety than affective factors (emotional). Further results reveal a significant effect of male and female students on sub-scales test anxiety and academic achievement scores in educational measurement and evaluation. Therefore, it was concluded that test anxiety is one of the major treats responsible for students' poor achievement and low performance but it can be controlled educating students on how to handle factors responsible for test anxiety at the university.**

Index Terms— **Tests anxiety, students' academic achievement, educational measurement and evaluation.**

I. INTRODUCTION

At all the level of education, educational measurement and evaluation plays significant role in quantifying categorically individual learner achievement just as tests and examinations at all stages of education, especially at higher education level have been considered an important and powerful tool for decision making in our competitive society, with people of all ages being evaluated with respect to their achievement, skills and abilities. [1] have the opinion that "the era in which we live is a test-conscious age in which the lives of many people are not only greatly influenced, but are also determined by their test performance. Test and examination stress is thought to prevent some individuals from reaching their academic potential. It has been found that students consistently perceive examination as a source of increase in anxiety and a

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situation engulfed with uncertainty/unfairness in letting them demonstrate their true achievements [2]. Such feelings among students' limit their potential performance during the test situation, resulting in higher text anxiety [3] directly causing drop in the student achievement. Consequently, it can be seen as a measurement error towards measuring student achievement as tests are not meant to measure student achievement under intimidating situation but to know their level of achievement in an environment fair enough to let them demonstrate their abilities to the fullest [4].

Anxiety is a common phenomenon that constitutes a universal cause of poor academic performance among students worldwide. It is a common undisputable fact in human life's that influence an individual's accomplishment in numerous situations, an average level of anxiety is useful in sustaining people hardworking and being responsible of what they have to do [5]. [6] Defines anxiety as feeling that undesirable and unclear like when person predicts a danger situation. One of the broadest research areas in recent years has been test anxiety and its dimensions. It is a kind of anxiety which turn out especially during examination. Test anxiety has been overwhelmingly identified as a two-factor construct, consisting of the cognitive (often referred to as "worry") and emotional (or affective) components. Higher levels of anxiety may produce such symptoms as rapid heartbeat, sweating, increased blood pressure, nausea, and dizziness (Nicholson, 2009). Test anxiety is bound to manifest among students anytime a test is sequence, students continue to worried, [7] a moderate anxiety is necessary to motivate excellent achievement, but anxiety prompted by lack of preparedness for test has damaging effects on learners' academic achievement.

Achievement can be defined as any effort which is of significance and value to a particular program, but averagely difficult, which is undertaken successfully through knowledge, skills and experience [8]. Gender is defined as the behavioural, cultural, or psychological traits typically associated with one sex [9]. According to [10] stated that gender is a socially constructed term depicting the system of relations between males and females, and designates behaviours, attitudes, roles, status and other processes that govern the relationship among sexes in a given educational, socio-economic and political context.

Meanwhile, pressure of scoring high in tests, fear of passing/failing a course, environment of the examination hall

and lack of clarity in instruction for students are some of the reasons for test anxiety in students as a result of high anxiety level on undergraduate students" academic achievement in educational courses in recent time. It is worth discussing some studies showing the statistically significant inverse relationship between test anxiety and students' achievement since long time. [11] investigated the effects of a formative assessment on econometrics test anxiety and students' academic achievement in Nasarawa State University, Keffi, Nigeria, the finding reveals that formative assessment reduced anxiety level and significantly increased econometrics academic achievement of the students. [12] conducted a study on the relationship between mathematics test anxiety and achievement of senior secondary three students in Kafanchan educational zone, Kaduna State, it revealed that there was a negative relationship between test anxiety and achievement of students in Mathematics and there was no significant difference in the mean achievement scores of male and female students.

Similarly, [13] conducted a study on relationship among stress, test anxiety and academic performance in mathematics among senior secondary school students in Katsina metropolis, its finding revealed that stress among senior secondary school students is significantly affecting their academic performance, that student test anxiety is significant affecting their academic performance and there is strong negative correlation between stress, anxiety and academic performance. [14] revealed statistically significant negative relationship between test anxiety scores and undergraduate nursing students' academic level ($r = -0.144$, $p = 0.01$) which explain that undergraduate nursing students in higher academic level experience less test anxiety. Pearson's R revealed a negative none statistically significant relationship ($r = -0.090$, $p = 0.157$) between test anxiety scores and undergraduate nursing students Grade Point Average. In examining the relationship between test anxiety scores and undergraduate nursing students' age, Pearson's R revealed negative none statistically significant relationship ($r = -0.078$, $p = 0.197$) which indicates that test anxiety scores decreased with students age. [15] conducted a study on academic anxiety as a correlate of academic achievement, its findings revealed an inverse relationship (negative correlation) between the academic achievement and the academic anxiety of students. Significant differences were found between the academic achievement of high and low academic anxiety groups of students, between high and low academic anxiety groups of males, between high and low academic anxiety groups of females, between high academic anxiety groups of male and female students, and also between low academic anxiety groups of male and female students. [16] found that a significant negative relationship exists between test anxiety scores and students' achievement scores and that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional). [17] concluded that there was negative correlation of test anxiety with students' achievement in the subject of English and female students had higher test anxiety than male students. [18] concluded that test anxiety was significantly negative with total achievement scores of all the four science subjects i.e., physics, chemistry, biology and

mathematics. High test anxiety caused lower achievement scores. [19] reported a negative low correlation between general anxiety and academic achievement and an inverse relationship between general anxiety and academic achievement.

The discussion above has intrigued researchers to investigate text anxiety as a contributing factor in student academic achievement in Usmanu-Danfodiyo University Sokoto as it is generally perceive that institutions of higher education in Nigeria have very rigid system of tests/examination especially in educational measurement and evaluation having high stakes in students' academic career. The study addressed the following research questions/hypothesis.

1. What is the level of test anxiety on educational measurement and evaluation students in different educational courses?
2. What is the relationship between the Test Anxiety total scales scores and academic achievement scores of male and female students in different educational courses?
3. What is the relationship between students' achievement scores in educational measurement and evaluation and scores on test anxiety scales?
4. What is the cause- effect relationship between students' achievement scores in educational measurement and evaluation and test anxiety scale scores?

Ho: There is no significant Effect of male and female students on sub-scales test anxiety and academic achievement scores in educational measurement and evaluation.

II. MATERIAL AND METHODS

Design
The researchers made used of descriptive research design utilized correlation survey techniques. This section will describe sample, research instrument and procedure of the data collection.

Population and Sample
The population for the study consisted of all 5,520 year three students that offered Educational Measurement and Evaluation in Faculty of Education 2018/2019 academic season and a simple random sample of 520 students were selected for the study in the same faculty of education in Usmanu-Danfodiyo University Sokoto (UDUSOK). he year three students from the thirteen (13) departments of the faculty of education of UDUSOK are: Education & Arabic, Education & Biology, Education & Chemistry, Education & Economics, Education & English Language, Education & French, Education & Geography, Education & Geography/Physics, Education & Hausa, Education & History, Education & Islamic Studies, Education & Mathematics and Education & Physics at this level were assumed to have acquired some basic concepts, knowledge and skills in educational measurement and evaluation.

Before obtaining the sample size, lottery method of simple random sampling was employed to selected sample size of 520 from faculty of education. Serial numbers of the elements

on pieces of papers folded and mixed thoroughly before the respondents were asked to pick at once without replacement. This technique gave equal opportunity to the respondents thereby reducing the bias effect that may interfere with the validity and reliability of the study.

Instrument for Data Collection

The researchers developed a proforma for data collection of respondent demographic information from the various departments comprised of information regarding a student's gender, course of study, semester and achievement scores from the concerned departments in UDUSOK while, [20] Test Anxiety Inventory (TAI) was adopted. Over the years, several instruments developed by various researchers for measuring test anxiety but they all use text anxiety as unitary construct. Thus they insist on finding a unitary number representing text anxiety level of students. As mentioned

earlier in this paper that this research is based on assumption that test anxiety is at least bi-dimensional construct comprising of emotionality and worry scale. Thus, researchers preferred using Test Anxiety Inventory (TAI) to capture the bi-dimensionality of the selected construct. The same argument is put forward by the [21] while using this instrument for his study. However, they yield global test anxiety scores that combine components, emotionality and worry, of test scores". As discussed, researchers considered test anxiety, a bi-dimensional construct, and when someone intends to study the influence of test anxiety on academic achievement, it is necessary to study both components of test anxiety because of the fact that these both factors are related to academic performance [22, 23, 24, 25, and 26]. Table 1 shows sample of items specimen.

Table 1: Description of Sub-constructs, Scope, Items Number, Items Examples and Reliability

Sub-construct	Scope	No of items	Example item	[1]Reliability range (α)	[2]Reliability range (α)
Emotionality	Behavioural or physical reactions to testing situations, such as fear, nervousness, and physical discomfort	8	Item6.While taking examination I have an uneasy upset feeling	0.85 to 0.91	0.826
Worry	Cognitive concerns about performance, such as worry about the testing situation or negative performance expectations	8	Item3. The harder I work at taking a test the more confused I get.	0.83 to 0.91	0.840
TAI total	General feeling about the test anxiety in addition to items already included in emotionality and worry scale. The Test Anxiety Inventory) TAI total score	4	2. During important tests I am so tense that my stomach gets upset	0.92 to 0.96	0.894

[27] reported that test anxiety inventory is extensively used to explore students test anxiety at different levels of education all over the world. Table 1 show that TAI comprised of 20 items statement anchored on a four point Likert-type scale such as Almost Never, Sometimes, Often, Almost Always, how often they. Eight (8) of the statements measure the Worry component and eight (8) statements measure the Emotionality while the remaining four (4) statements contribute to the TAI total score [28] Cronbach alpha (α) reliability coefficient reported for total scale (TAI-Total) ranged from 0.92 to 0.96 and for its two sub-scales: Worry scale (0.83 to 0.91) and Emotional scale (0.85 to 0.91).

Reliability of Instrument

To determined reliability of the internal consistency for present study, the Cronbach Alpha (α) for total scale was 0.894, while the reliability for emotional scale items was 0.826 and for worry scale items was 0.840. The difference in the reliability found in other studies and present study is due do difference in sample size as reliability is directly proportional to number of subjects in sample. Despite difference in reliability on each sub-scale the values of alpha (α) are reasonably high and statistically acceptable.

Procedure for Data Collection and Analyses

The data was collected personally by the researchers with prior arrangement with the department concerned and teachers. Intact classes were used for this purpose. To avoid any measurement related error, standardization of procedure was insured by giving uniform instruction to students, each time the data was collected. Similar instruction, environment, and execution timing was provided to students in each department during data collection. The consent of the students, privacy of information collected and other ethical sureties were provided to the students. Researchers arranged with different course instructors to take 15 -20 minuet of the class time for the students to complete the survey questionnaire. In addition, some students were met individually or in groups in the university for the purpose of data collection. The data were collected within two weeks period. At the end of the three weeks, the scores of students from 13 various departments were analysed coded, entered, cleaned and analysed using SPSS statistical version 23 based on descriptive statistics and regression at 0.05 the level of significance and the results are presented in Tables below.

III. RESULTS

Research Question One: What is the level of test anxiety on educational measurement and evaluation students in different educational courses?

Table2: Descriptive Statistics on General Levels of Tests Anxiety

|	Statements of Items	Almost Never	Some times	Often	Almost Always	Mean	Std Dev
1	I freeze up on important exams	120	100	50	250	2.71	1.29
2	During exams I find myself thinking about whether I'll ever get through school	150	280	70	20	2.61	1.51
3	The harder I work at taking a test, the more confused I get	250	120	95	55	2.60	0.90
4	I feel confident and relax while taking tests	120	100	50	250	2.71	1.29
5	Thinking about my grade in a course interferes with my work on tests	110	100	45	265	2.61	1.51
6	While taking examinations I have an uneasy, upset feeling	270	100	95	55	2.21	1.29
7	Even when I'm well prepared for a test, I feel very nervous about it	120	100	50	250	2.55	1.01

8	I start feeling very uneasy just before getting a test paper back	150	280	70	20	2.62	1.32
9	During tests I feel very tense	250	120	95	55	2.60	1.52
10	Thoughts of doing poorly interfere with my concentration on tests	150	280	70	20	2.51	1.61
11	I seem to defeat myself while working on important test	110	100	45	265	2.31	1.51
12	I feel very jittery when taking an important test	270	100	95	55	2.41	2.09
13	I feel very panicky when I take an important test	120	100	50	250	2.61	1.33
14	I worry a great deal before taking an important examination	120	100	50	250	2.61	1.58
15	I wish examinations did not bother me so much	120	100	50	250	2.21	1.29
16	During important test I am so tense that my stomach gets upset	150	280	70	20	2.61	1.51
17	I feel my heart beating very fast during important tests	250	120	95	55	2.61	1.29
18	After an exam is over I try to stop worrying about it, but I can't	270	100	95	55	2.55	1.01
19	I feel my heart beating very fast during important tests	110	100	45	265	2.62	1.32
20	During tests I find myself thinking about the consequences of failing	270	100	95	55	2.60	1.52
	Pool Mea $= \sum \overline{\overline{X}} =$					63.12	

KEY: Anxiety Levels: No Anxiety=20-35%, Mild Anxiety=36-50%, Moderate Anxiety=51-65%, Severe Anxiety=66-99%

Table 2 shows general levels of tests anxiety on educational measurement and evaluation students score range between 20 and 80 with higher scores indicating higher levels of anxiety. Respondents total Test Anxiety Inventory (TAI) scores pool mean score is 63.12%. The distribution of four different levels of test anxiety according to their test anxiety inventory scores are categorically defined below: 20-35 No anxiety, 36-50 mild anxiety, 51-65 moderate anxiety and 66-99 severe anxiety. Based on this classification, only 5.9% experienced no anxiety, more than one quarter of the students experienced mild anxiety, half of the students (50.9%) classified as having moderate anxiety while 15.78% demonstrated severe anxiety. The distributions of levels of anxiety were quantified according to the magnitudes in a simple bar chart in figure 1 below.

Fig 1: Levels of Anxiety
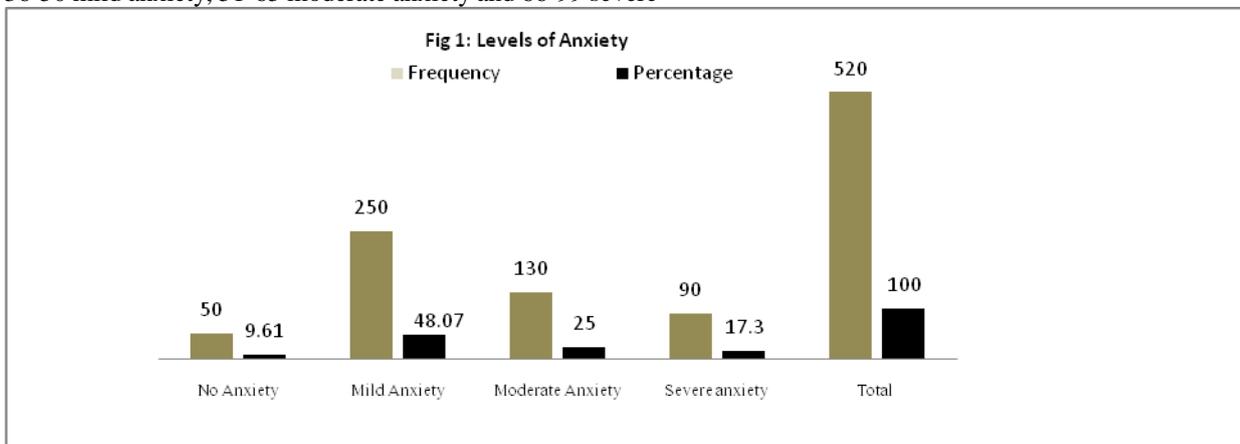
Research Question 2: What is the relationship between the Test Anxiety total scales scores and academic achievement scores of male and female students in different educational courses?

Table 3: Descriptive Statistics by Department, Gender, Test Anxiety Sub-scales and Students Achievement

Faculty of Education	Gender	Emotionality		Worry		Total Test Anxiety Score		Achievement	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Education & Arabic	Male	16.9 2	7.43	20.9 2	7.43	**32.12**	13.43	53.9 2	11.43
	Female	17.54	7.33	19.54	7.33	33.54	14.33	51.54	12.33
Education & Biology	Male	19.54	6.07	19.84	6.07	41.84	13.07	65.84	10.07
	Female	18.66	5.86	18.96	5.86	42.96	12.86	66.96	10.86
Education & Chemistry	Male	19.87	6.34	18.57	6.34	43.57	12.34	63.57	12.34
	Female	20.67	7.42	18.97	7.42	43.97	14.42	62.97	14.42
Education & Economics	Male	19,98	7.85	19,98	7.85	41,98	14.85	65,98	14.85
	Female	18.64	5.86	19.86	5.86	40.86	10.86	66.86	10.86
Education & English Language	Male	17.67	4.78	18.67	4.78	39.67	8.78	49.67	8.78
	Female	16.57	4,88	17.57	4,88	36.57	8,88	46.57	8,88
Education & French	Male	17.56	4.77	19.56	4.77	38.56	8.77	42.56	8.77
	Female	15.89	2.67	16.89	2.67	35.89	10.67	40.89	10.67
Education & Geography	Male	20.45	7.64	19.45	7.64	37.45	14.64	71.45	14.64
	Female	18.88	6.84	19.88	6.84	40.88	12.84	73.88	12.84
Education & Geography/Physics	Male	20,45	7.43	20,85	7.43	41,85	13.15	75,85	13.15
	Female	19.65	6.56	18.65	6.56	44.65	14.56	72.65	14.56
Education & Hausa	Male	16.9 2	1.78	19.52	1.78	43.52	12.78	41.52	12.78
	Female	17.54	4.72	19.54	4.72	35.54	9.72	40.54	9.72
Education & History	Male	18.54	5.65	19.84	5.65	35.84	10.65	39.84	10.65
	Female	17.66	5.64	18.96	5.64	38.96	10.64	**38.96**	10.64
Education & Islamic Studies	Male	16.54	3.84	17.59	3.84	35.59	8.84	40.59	8.84
	Female	15.66	2.43	15.66	2.43	36.66	9.43	41.66	9.43
Education & Mathematics	Male	19.83	6.56	20.83	7.56	**47.83**	14.56	74.83	14.56
	Female	19.22	6.78	19.22	6.78	44.22	12.78	75.22	12.78
Education & Physics	Male	19.54	6.72	19.94	6.72	41.94	12.72	**79.94**	12.72
	Female	18.66	5.65	19.46	5.65	42.46	10.65	75.46	10.65

Table 3 shows descriptive statistics by department, gender, test anxiety sub-scales and students achievement. Total test anxiety scale scores, the mean value is ranging between a minimum of 32.12 for male students of the department of Education-Arabic to the maximum mean score of 47.83 for male students of the department of Education-Mathematics. With respect to students' achievement scores in educational

measurement and evaluation, female students of department of Education-Islamic Studies are at lowest mean achievement scores of 38.96 to a maximum of 79.94 for male students of the Education- Physics in UDUSOK.
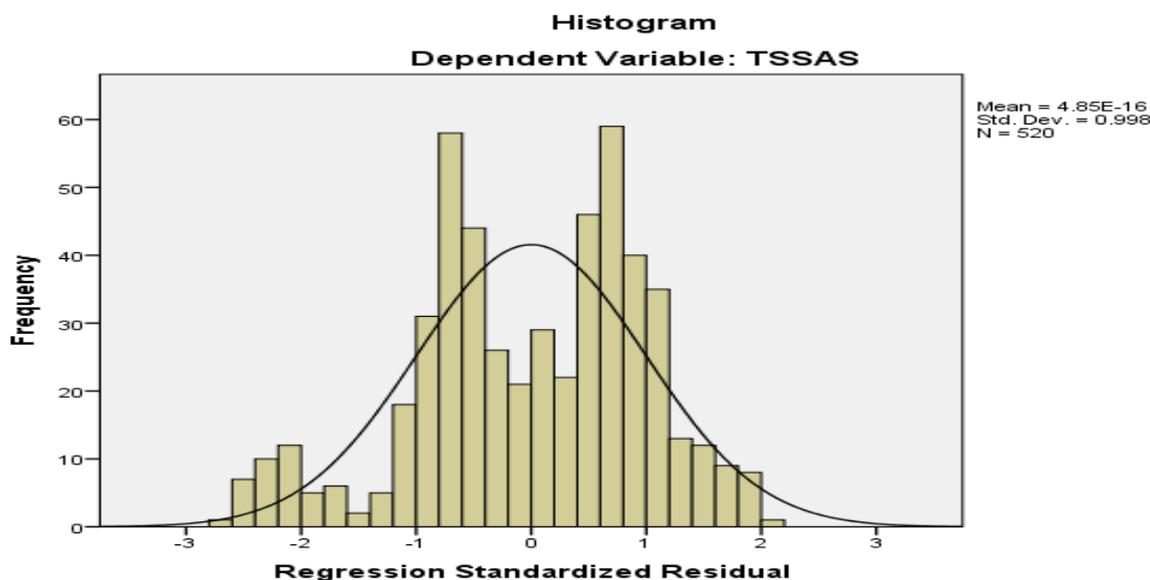
Research Question 3: What is the relationship between students' achievement scores in educational measurement and evaluation and scores on test anxiety scales?

Table 4: Regression Results of Test Anxiety Scale (Worry, Emotional & Total) Scale Scores.

Test Anxiety Scales	N	Mean	Std-Dev	r	Sign
Worry scale scores and achievement scores (WSSAS)	520	19.456	5.522	0.783*	0.001
Emotional scale scores and achievement scores (ESSAS)	520	18.425	5.651	0.793*	0.001
Total scale scores and achievement scores (TSSAS)	520	20.211	5.522	0.776*	0.001

Table 4 shows worry scale mean=19.456, emotional scale mean=18.425 and total scale 20.211. It is evident that a strong negative and significant relationship exists between students' achievement scores in educational measurement and evaluation from various thirteen (13) departments of the faculty of education of UDUSOK. It is also found that student's achievements in educational measurement and

evaluation is significantly inversely related to both worry and emotional scales as well. The magnitude of the relationship is slightly higher on worry scale as compared to emotionality scale and total score. The range of relationship of each scale is more than 77% which is quite strong in magnitude. At the normal distribution curve has a mean score of 4.85E-16 and the standard deviation of 0.998 obtained from histogram below figure 2.

Histogram
Dependent Variable: TSSAS

Mean = 4.85E-16
Std. Dev. = 0.998
N = 520

Research Question 4: What is the cause- effect relationship between students' achievement scores in educational measurement and evaluation and test anxiety scale scores?

Table 5: Regression Results of Test Anxiety Scale (Worry, Emotional & Total) Scale Scores.

Test Anxiety Scales	β	t-value	Durbin-Watson	Std. Error Estimate	Adjusted R^2	Sign
Worry scale scores (WSS)	-0.712	-0 5.200				0.001
Emotional scale scores (ESS)	-0.319	-0.7.300	1.280	6.22596	0.621	0.023
Total scale scores (TSS)	-0.219	-0.6.100				0.001

Table 5 shows that 62% of variance is explained by the regression model (R^2), DW=1.28, and SEE=6.22 which shows that test anxiety affects students' achievement in educational measurement and evaluation. It is further evident from the table that the worry scales scores are the major

contributor factors with respect to the difference in students' achievement scores across the thirteen (13) departments of the faculty of education of UDUSOK.

Ho: There is no significant effect of male and female students on sub-scales test anxiety and academic achievement scores in educational measurement and evaluation

Table6: Regression Analysis to Determine the Effect Gender on sub-scales test anxiety and academic achievement scores

Model		Sum of Squares	df	Mean Square	F	P	Sig.
WSS	Regression	418.321	2	209.160			
ESS	Residual	20040.256	517	38.763	15.396	.003	P<0.05
TSS	Total	20458.577	519				

It is evident from Table 6 that F-value (15.396 df = 2, 517, p=0.003<0.05) is significant both for male and female on

emotionality component and worry aspect of test anxiety scale. This implies that, there is a significant effect of male

and female students on sub-scales test anxiety and academic achievement scores in educational measurement and evaluation. Scatter-plot showing the effect of gender on sub-scale test anxiety in figure 3.
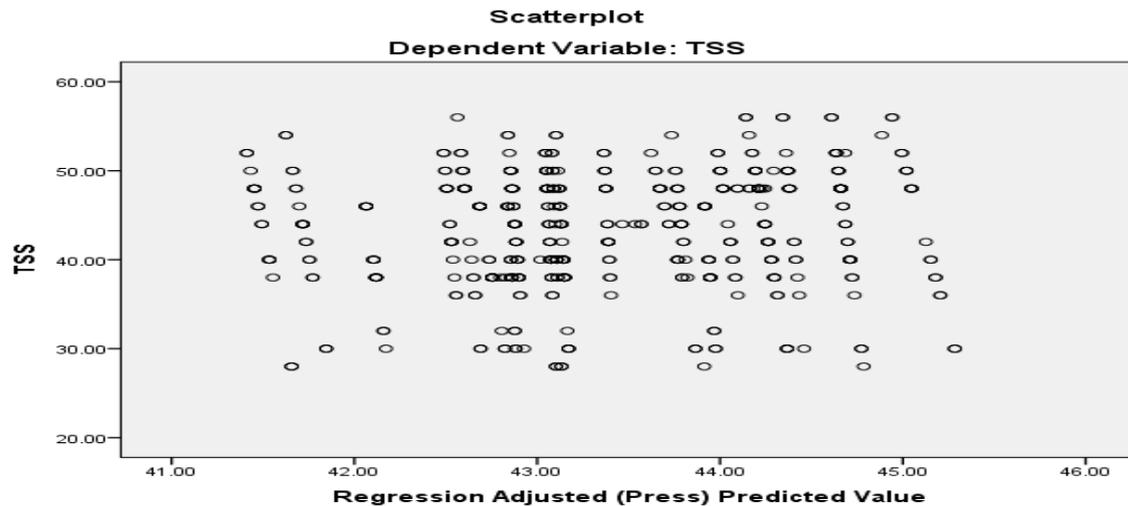
Fig 3: Scatter-Plot

IV. DISCUSSION

Table 2 shows general levels of tests anxiety on educational measurement and evaluation student's scores indicating higher levels of total test anxiety inventory pool mean score. Based on the classification of anxiety level, only few students experienced no anxiety, more than one third of the students experienced mild anxiety; half of the students were classified as moderate anxiety while others demonstrated severe anxiety. This result coincided with that of [29] revealed statistically significant negative relationship between test anxiety scores and undergraduate nursing students' academic level which explain that undergraduate nursing students in higher academic level experience less test anxiety. Revealed a negative none statistically significant relationship between test anxiety scores and undergraduate nursing students Grade Point Average. In examining the relationship between test anxiety scores and undergraduate nursing students' age, Pearson's R revealed negative none statistically significant relationship which indicates that test anxiety scores decreased with students' age. In line with this [30] concluded that test anxiety was significantly negative with total achievement scores of all the four science subjects that is, physics, chemistry, biology and mathematics. High test anxiety caused lower achievement scores. [31] reported a negative low correlation between general anxiety and academic achievement and an inverse relationship between general anxiety and academic achievement.

Table 3 shows descriptive statistics by department, gender, test anxiety sub-scales and students achievement. Total test anxiety scale scores, the mean value is ranging between a minimum mean scores for male students of the department of Education-Arabic to the maximum mean score for male students of the department of Education-Mathematics. With respect to students' achievement scores in educational measurement and evaluation, female students of department of Education-Islamic Studies are at lowest mean achievement scores a maximum for male students of the Education-Physics. This result coincide with that of [32] concluded that test anxiety was significantly negative with total achievement scores of all the four science subjects that is, physics, chemistry, biology and mathematics. High test anxiety caused

lower achievement scores, [33] concluded that there was negative correlation of test anxiety with students' achievement in the subject of English and female students had higher test anxiety than male students. For [34] revealed that there was a negative relationship between test anxiety and achievement of students in Mathematics and there was no significant difference in the mean achievement scores of male and female students,

Furthermore, Table 4 shows worry scale mean, emotional scale mean and total scale. It is evident that a strong negative and significant relationship exists between students' achievement scores in educational measurement and evaluation from various thirteen departments of the faculty of education of UDUSOK. It is also found that student's achievements in educational measurement and evaluation is significantly inversely related to both worry and emotional scales as well. The magnitude of the relationship is slightly higher on worry scale as compared to emotionality scale and total score. The range of relationship of each scale is more than one-third which is quite strong in magnitude. At the normal distribution curve also indicated strong mean score and the standard deviation obtained from histogram. This finding corroborated with that of [35] finding revealed that stress among senior secondary school students is significantly affecting their academic performance, that student test anxiety is significant affecting their academic performance and there is strong negative correlation between stress, anxiety and academic performance, and, [36] found that a significant negative relationship exists between test anxiety scores and students' achievement scores and that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional).

Lastly, Table 5 shows variance that was explained by the regression model (R^2), Durbin-Watson (DW) and tandard Error Estimate (SEE) which shows that test anxiety affects students' achievement in educational measurement and evaluation. The worry scales scores are the major contributor factors with respect to the difference in students' achievement scores across the thirteen departments of the faculty of education of UDUSOK. It is further evident from Table 6 reveals a significant effect of male and female students on sub-scales test anxiety (on emotionality component and

worry aspect) and academic achievement scores in educational measurement and evaluation. This findings is in agreement with that of [37] findings revealed an inverse relationship (negative correlation) between the academic achievement and the academic anxiety of students. Significant differences were found between the academic achievement of high and low academic anxiety groups of students, between high and low academic anxiety groups of males, between high and low academic anxiety groups of females, between high academic anxiety groups of male and female students, and also between low academic anxiety groups of male and female students. [38] reported that test anxiety inventory is extensively used to explore students test anxiety at different levels of education all over the world.

V. CONCLUSION

In conclusion, it was assumed that educational measurement and evaluation tests in were more structured and rigid in structure which generated high test anxiety as compared to students in other educational causes in Nigerian university where exams/test formats are relatively flexible. The students feel equally anxious with every test they are asked to take. However, the pressure of scoring high on tests, fear of passing a course, consequences of failing in test and incompatibility of preparation for test and demand of test were the reason for cognitive text anxiety. Although cognitive aspects are seen as greater reason of text anxiety but emotional (affective) factors also contribute reasonably. The feeling student experience on or before the text also make him/her anxious. As students have reported that they feel uneasy, upset, nervous, tense and panic. These feelings arise irrespective of the extent of preparation of examination on the part of the student. Worrying about a test cannot be regarded as negative phenomenon as a certain level of anxiety contributes positively in successful performance of a test but it accumulates into a negative force when student enters into a cyclic, non-productive process of speculating outcomes based on consequences of the test scores. It is evident that feelings (affective) and worry (cognitive) related anxiety are sources of drop in student achievement.

VI. RECOMMENDATIONS

 Based on the findings it was recommended that, student achievement can be improved by educating students on how to handle anxiety situations in academic and manage their emotional anxiety it can assist in improved achievement. Academic programmes in universities should also focus on grooming students in skills to stabilize their emotional response to potentially difficult situations like tests/examinations. To effectively handle test anxiety, students can be helped by teachers, parents and educational administrators through use of cognitive, affective and behavioral strategies. It is further suggested that the students should be fully informed by the faculty and administration of departments about the nature of courses, duration of the semester, and level of commitment necessary for the successful completion of the course. The students with higher test anxiety must be identified and treated in order to increase their academic achievement.

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