

## Study Habit and Test Anxiety as Determinants of Secondary School Students Performance in Social Studies

A.O. OGUNSANYA, BURAIMO OLAYINKA  
Olabisi Onabanjo University, Ago-Iwoye, Nigeria

**Abstract.** This study examined study habit and test anxiety as determinants of secondary school student's performance in Social Studies in Ogun State. The study adopted a descriptive survey research design where structured and validated questionnaires were employed for data collection. 333 Junior secondary school students were selected using stratified sampling technique across four (4) secondary school in Ijebu-North Local Government Area of Ogun State. Three hypotheses were formulated and tested using regression analysis at 0.05 level. The findings showed that there is a significant influence of study habit on the academic performance of secondary school students in Social Studies. Findings also revealed that there is a significant influence of test anxiety on the academic performance of secondary school students in Social Studies. The result of the findings of this study further revealed that there is a significant composite influence of study habit and test anxiety on the academic performance of secondary school students in Social Studies. Based on the findings of this study, it was recommended among others; that regular counseling services should be introduced to the students in order to train them on study skills strategies which will enable them study harder in Social Studies. In addition, school authorities should work out guidelines as well as develop programmes that will help students to cope with test anxiety in Social Studies.

### 1. Introduction

Social studies is one of the subjects in the curriculum that help in achieving the aims and goals of education. According to Olukayode (2012), social studies is defined as "the study of man and his society with his interplay between him, his environment and effect of science and technology. Moreso, social studies as a subject, is said to be refers to the study of how man lives in the society,

what he does and how his life is affected by things, people as well as social practices around him. The things around man are generally referred to as man's physical environment. The people and social practices around man are referred to as social environment. Social studies as a subject was introduced into Nigerian Secondary Schools after independence in 1960. At the early stage of its introduction, very few schools taught the subject, Today, social studies is a compulsory subject at the Junior Secondary school level in all Nigerian Secondary Schools. This is to implement the national policy on education, which came into being in 1981. This policy stipulates the teaching of social studies in primary, Junior Secondary schools and all conventional Colleges of Education. While a few universities in Nigeria offer social studies programmes .

Social studies offer the learners abilities which could be adequately used to find out facts about man's problems and reaction within the environment in which he lives. This means that every society might take note of the problems which are identified with it. The various views on the nature of Social Studies portray the subject area as functional in orientation. It is expected that there would be a remarkable change in the nature of the personalities exposed to learning opportunities provided by Social Studies. In the Secondary School Studies Curriculum, the objectives of Social Studies as a discipline at the Primary and Junior Secondary School levels according to (Olukayode , 2012) are: (i) to develop in students positive attitudes of togetherness, comradeship and cooperation towards a healthy nation, the inculcation of appropriate values of honesty, integrity, hardwork, fairness and justice and fair play as one's contribution to the development of the nation, (ii) the development of the ability to think objectively and come to independent conclusion, (iii) the creation of

awareness that discipline is essential for an orderly society and (iv) the demonstrations of flexibility and a willingness to accept necessary changes within a system. The ultimate goal of Social Studies as a discipline is the development of socio-civic and personal behaviour. This orientation and expectations have implications for the teaching of Social Studies as a school subject.

Despite the importance of social study to mankind and national development, students were found to perform below expectation in this subject. There are lots of factors that had been attributed to low academic achievement of students in social studies in which study habit and text anxiety has been identified as key factor. To achieve the goal of teaching the subject in order to achieved better performance among the students, social studies teachers must encourage students to develop positive ready habit and have less or know fear or anxiety of failure in the subject. In the school system, therefore, students' performance in Social studies manifests through academic achievement, which is also the manifestation of students' study habit.

Students cannot perform efficiently without proper learning. For learning to occur therefore, every student must uses different techniques and methods on a scheduled and regular basis. These habitual practices for studying can be termed as study habits or study skills used by students (Khurshid, Tanveer & Qasmi, 2012). Study habits and skills vary from one person to another. According to Llavore, Duran and Dungan (2015), Study habits play a vital role to students of any age and they further stressed that such study habits will determine student's success in their educational career. Buttressing the statement above, Fielden (2004) was of the opinion that good study habits also help the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing

Numan & Hasan (2017) refers to study habits as approaches that learner's exhibit during his or her personal study time in order to properly understand the subject matter. To them, it is also refers to as learning techniques that learners use to learn individually. In essence therefore, effective study habits assist students to gain mastery of a topic to learn and ensure the good performance in their study. According to Congos (2010), the terms study habits and study skills are used as interchangeable constructs. He presented six dimensions of study skills i.e. textbook reading, memory, time management, note-taking, test preparation and concentration. Proper time management is an

important component of study habits that can enhance one's performance. To this regard, effective time management skills according to Ayesha and Khurshid (2013) include studying on daily basis, forming timetables, study plans and utilizing time properly. Spending extra hours for studying with lack of concentration does not define the appropriate utilization of time. Concentration is also a significant dimension of study habits. It is the ability to give attention and avoid distractions while studying. Note-taking is not just writing the lecture, it also needs attention and listening ability to properly note down the lecture. Strategies used to memorize the learned material are also attributes of study habits. Effective textbook reading is not only reading the material but also comprehending the reading material by constructing themes and main ideas (Osa-Edoh, & Alutu, 2012).

The development of good study habits is equally relative and helpful not only in academic work but in career actualization. Consequence upon this, interrelationship cannot be overlooked. This is because the academic achievement and study habit of the student to a large extent help to shape their individual destiny. The general belief is that students who exercise good study habits are likely to excel in their study than those with poor study habits. According to Sharma (2005), academic performance is a necessary evil because one ability is rewarded economically and socially more than others. This necessitates concern over factors that are commonly linked with academic achievement.

Researchers across the globe have carried out study on study habit and academic achievement. For example, Bright and Matilda (2018) Investigated Study Habits and Academic Performance of Secondary School Students in Rivers-West Senatorial District of Rivers State, Nigeria. From the total population of 2,650 Senior Secondary Two (S.S.2) students in selected public schools in the Rivers-West Senatorial District, only 437 was chosen through Taro Yemeni's sample size selection formula. Structured questionnaire was the only instrument use for data collection in the study. Five research questions guided the study and were analysed using mean statistical tool. The findings revealed that there is high extent of relationship between study habit and academic performance. Consequently, recommendations were made which include: parents should provide books and encourage their wards to study hard; counselors should be employed to counsel students on how to develop study habit; students should be encouraged to do their class and take-home assignments.

Moreso, Ammara and Syeda (2017) investigate the effect of study habits on test anxiety and academic achievement of undergraduate students. The researcher employed the use of purposive random sampling techniques where 180 undergraduate students (84 boys and 96 girls) were drawn from a public university. Data collected was analysed using correlation and multivariate analysis of variance (ANCOVA). The result of the findings indicate that study habits have a significant effect on test anxiety and academic achievement. The findings revealed that students with effective study habits experienced low level of test anxiety and perform better academically than students with ineffective study habits.

In addition, Evans and Julius (2015) examine the relationship between study habits and academic achievement of students. A survey design was employed in the study where a structured questionnaire was adopted and instrument for data collection. Data collected was analysed using descriptive correlation study. The target population included the 9th grade students at Spicer Higher Secondary School. Stratified random sampling was used to select the respondents. Results of this study revealed a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance.

Sandhu (2014) studied the study habits of adolescents and their relation with achievement level. Descriptive research design was adopted in the study where a structured questionnaire was adopted for data collection. Data collected was analysed using correlation and regression analysis. The result of the study showed that there is a significant positive correlation between these two variables. Akinleke and Adeaga (2014) investigate how the joint interaction of test anxiety, study habits and locus of control determine the academic performance of college students. Five hundred and eight students were randomly drawn among final year students of the Federal Polytechnic Ilaro and Moshood Abiola Polytechnic, Abeokuta, Ogun state, Nigeria participated in the study. They were given three questionnaires that took approximately forty five minutes to complete. The study was conducted in a classroom environment during the schools' continuous assessment (CA) week. After collecting information from the students through questionnaires, their tests results were obtained and tested. These test scores were compared to the scores obtained from the questionnaires. It was discovered that the

three variables positively correlate with, and significantly predict academic performance.

On the other hand, tests are very important phenomena in schooling. Expectedly, students must take several tests in the course of their schooling for a number of reasons. The results could be used to make important decisions about students and educational programs including determining levels of curriculum mastery, report card grades, grade level promotions, honours, and graduation (Carter, Webby, Hughes, Johnson, Plank, Barton-Arwood & Lunsford. 2005). Also, educators and policy makers use examination records to monitor students' learning progress and to assess the effectiveness of their instruction and identify ways to improve it (Salend, 2009).

Test anxiety which is one of the independent variable is also use interchangeable as examination stress or evaluation anxiety. According to Azim (2018), the role of academic anxiety cannot be underestimated among the predictors of academic achievement. In the modern time, test anxiety is considered by McCraty (2007) as a major predictor of academic performance because the world has become a place of great unnatural competition where academic achievements are seen as a bench mark of success in once life. In the strictest sense, anxiety is a term use to capture peoples reaction to the anticipation of future danger, as opposed to fear which is the response towards an existing, present, or potential treat (Sadock & Sadock, 2007). Test anxiety according to Rafiq, Ghazal and Farooqi, (2007) is an overwhelming feeling of disturbance and distress among the students around the world. It is a type of performance problem just like when some people get nervous speaking to large crowds or trying something new. Test anxiety can be a devastating problem for students; because it may impair their performance and well being in the long run. Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi and Mccann (2005) argued that test anxiety is a multi-dimensional phenomenon that involves worry, emotionality, and behavioural reply to being preoccupied by the possible negative outcome of academic scores.

Azim (2018) also examined academic anxiety and students performance among secondary school students in Aligarh. The study adopted the descriptive survey research design and 340 secondary school students from various schools of Aligarh make up the total sample for the study. The study revealed among others that a significant and negative relationship existed among academic anxiety and the academic achievement. In the same way, Ekeng and

Bassey (2018) investigated the relationship between Self esteem, test anxiety and students' academic performance among secondary school students in Cross River State Nigeria. The researchers make use of survey research design and stratified random sampling technique was adopted for the study. Data were collected with the aid of structured questionnaire and analyzed using One-way Analysis of Variance and Pearson Product moment correlation coefficient analytical technique. Result indicated that test anxiety and Self esteem directly significantly influenced academic performance.

Hanem (2016) examined the relationship between test anxiety level and academic achievement among nursing students. A descriptive correlational design was utilized in the study. A convenience sample of 160 female students in college of nursing, Zagazig university who approved to join in the study starting from 1st to 4th year of undergraduate participated in the study. Data were collected by using socio-demographic data sheet and test anxiety questionnaire. The study results indicated that the mean scores of total test anxiety according to grade point average highly statistically significantly differ among grade A, B, C & D (i. e  $P < 0.01$ ). There were highly statistically negative correlation between total test anxiety and grade point average ( $P < .01$ ). It was concluded that test anxiety has a significant and efficient impact on nursing students' performance. It was recommended that the students with superior test anxiety must be recognized and treated in order to increase their academic attainment.

Rizwan and Nasir (2010) examine the relationship between test anxiety and academic achievement of students at the postgraduate level. A sample of 414 students was randomly selected from seven different science departments in a public sector university in Lahore, Pakistan. Data collected were analysed using Pearson correlation, multivariate statistics and regression analyses. It was found that a significant negative relationship exists between test anxiety scores and students' achievement scores. Results showed that a cognitive factor (worry) contributes more in test anxiety than affective factors (emotional). Therefore, it is concluded that test anxiety is one of the factors which are responsible for students' underachievement and low performance but it can be managed by appropriate training of students in dealing with factors causing test anxiety. Hancock (2001) investigated the effects of students' test anxiety and teachers' evaluation practices on students' achievement and motivation at post-secondary level. He found statistically significant results which revealed that all students, especially

students with high anxiety level, performed poorly and were less motivated to learn. Thus, he concluded that when students who are particularly test-anxious are exposed to a highly evaluative assessment environment in their educational institution, they perform poorly and are less motivated to perform.

A research study conducted by Cassady and Johnson (2002) to investigate the effect of cognitive test anxiety on student's academic performance and found that cognitive test anxiety exerts a significant stable and negative impact on academic performance measures. Oludipe (2009) conducted a study to explore how test anxiety affects students' performance levels in the sciences, especially in Physics, and concluded that "low test-anxious students performed better than high test-anxious students in both numerical and non-numerical tasks in Physics"

Nicholson (2009) carried out a study on the effects of test anxiety on student achievement. He found out that anxiety and achievement are related to each other. Similarly, Khalid and Hasan (2009) conducted a study on the relationship between test anxiety and academic achievement. The researcher employed purposive random sampling techniques in selecting 187 undergraduate students. Findings of the result showed that students with high academic achievement have low test anxiety scores and vice versa.

Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, and McCann (2005) conducted a study on the relationship between test anxiety and academic performance. They collected data from a large sample of graduate and undergraduate students and found a significant but negative relationship between test anxiety and academic achievement. Kassim, Hanafi and Hancock (2008) conducted a research to explore test anxiety and its consequences on academic performance among university students. The results of this research suggested that test anxiety was negatively related to academic performance. Farooqi, Rafiq and Ghazal (2007) compared the level of test anxiety in students studying in semester system with those of annual system. Their findings indicate no significant difference in test anxiety among students studying under the two educational systems. Ergene (2011) examine the relationships among study habits, test anxiety, achievement, motivation, and academic success among Turkish high school students. The sample used in the study consist of 510 participants, 267 (52.4%) of whom were females and 243 (47.6%) were males. The data were collected by the Turkish version of Test

Anxiety Inventory (TAI), Study Habits Inventory (SHI) and Self Evaluation Inventory (SEI). Students' grade point average was accepted as the indicator of their academic success. Small but statistically significant correlations were found between the worry subscale of TAI scores and academic success ( $r = -0.18, p < 0.01$ ), and between the Study Habits Scale scores and academic success level ( $r = 0.15, p < 0.01$ ). A positive relationship between study habits scores and achievement motivation level ( $r = 0.39, p < 0.01$ ) was found. Test anxiety and study habits were associated positively with academic success.

Olatoye (2009) investigated the relative and combined influences of test anxiety and motivation for examinations on science achievement of selected Junior Secondary School students in Ogun State, Nigeria. Twelve secondary schools were randomly selected from the list of secondary schools in all the four divisions of Ogun State. A sample of three hundred and sixty students selected from twelve schools participated in the study. Three instruments were used to collect data. Test anxiety and motivation for examinations accounted for 14.6% of the total variance in science achievement. ( $R^2 = 0.146, p < 0.05$ ). This percentage is statistically significant. There is negative significant relationship between test anxiety and science achievement ( $r = -0.228, p < 0.05$ ) and positive significant relationship between motivation for examinations and science achievement ( $r = +0.333, p < 0.05$ ).

Researchers across the world had indicated that Social Studies has been one subject in which students across all level consistently perform poorly. In order to stem the tide of poor performance, successive governments, education related agencies have variously made relevant contributions toward the improvement of the teaching and learning of the subject. Despite these concerted efforts, students' performance in Social Studies is still taking a downward trend. It is perhaps due to the persistent nature of this problem that educational researchers, university dons and even government agencies have tried to uncover the underlying reasons for students' poor performance in Social Studies. Despite the myriad research endeavours at uncovering the factors that affect students' performance, gaps still exist in the area of the possible influence of some psycho-academic factors such as test anxiety, and study habits toward the subject areas as they affect students' performance in Social Studies at the Secondary School level. Based on the above, this study was designed to statistically ascertain the individual and collective influence of aforementioned psycho-academic variables as they influence students' performance in Social Studies

Objectives of the Study include:

- To examine the relative influence of study habit on the academic performance of secondary school students in Social Studies
- To examine the relative influence of test anxiety on the academic performance of secondary school students in Social Studies
- To examine the composite influence of study habit and test anxiety on the academic performance of secondary school students in Social Studies

Research hypotheses are:

- There is no significant relative influence of study habit on the academic performance of secondary school students in Social Studies
- There is no significant relative influence of test anxiety on the academic performance of secondary school students in Social Studies
- There is no significant composite influence of study habit and test anxiety on the academic performance of secondary school students in Social Studies

## 2. Research Methodology

This study employed a descriptive survey research design method utilizing questionnaire and performance/achievement test for data collection. Stratified sampling techniques were adopted in selecting 333 public Junior secondary school students within Ijebu-North Local Government Area of Ogun State that participated in the study from a total population of 6,720. The instruments employed were grouped into three sections: A, B and C. Section A sought for information in form of 4-point likert scale rating (Strongly Agree, Agree, Disagree and Strongly Disagree) on text anxiety and section B elicited information in form of 4-point likert scale rating (Strongly Agree, Agree, Disagree and Strongly Disagree) on study habit while and Section C was on Social Studies achievement test.

Test Anxiety Inventory was used in this study and was adopted from the work of Spielberger (1980) and modified to suit the purpose of the study. The inventory consists of 15 statements that are related to how often individual experiences symptoms of anxiety before, during and after the test. In addition, the study skills inventory developed by Congos (2010) was also used in this study to measure the study habits and skills of students. The inventory was also adopted and modified for the purpose of the study. The inventory consists of six subscales regarding study habits and skills such as Textbook Reading, Note-Taking, Memory, Test Preparation,

Concentration and Time Management. Lastly, 25 objective questions were developed by the researchers in accordance with the school curriculum. This was used to measure student's academic performance.

Validity and reliability of the research instrument was ascertained before embarking on the study which

gave a value of 0.83 and 0.84 for study habit and test anxiety respectively. All data collected were grouped based on various objectives formulated for testing in the study. The data was subjected to statistical test and analysis using regression analysis at 0.05 level of significant.

### 3. Data Analysis and Interpretation

**Hypothesis One:** There is no significant relative influence of study habit on the academic performance of secondary school students in Social Studies

**Table 1:** Regression Analysis showing the relative influence of study habit on the academic performance of secondary school students in Social Studies

R <sup>2</sup> = 0.360 Adjusted R <sup>2</sup> = 0.354 F-Statistic = 55.224				
Parameter	Coefficient	Standard Error	T-cal	Probability
Constant	31.175	3.849	8.098	0.000
Study Habit	2.234	0.301	7.431	0.000

In table 1 above, study habit as the independent variable accounts for 36.0% of the total variation in senior secondary school students academic performance in Social Studies (R<sup>2</sup> = 0.360, P <0.05). This outcome implies that there is a significant positive influence of study habit on students academic performance

**Hypothesis Two:** There is no significant relative influence of test anxiety on the academic performance of secondary school students in Social Studies

**Table 2:** Regression Analysis showing the relative influence of test anxiety on the academic performance of secondary school students in Social Studies

R <sup>2</sup> = 0.567 Adjusted R <sup>2</sup> = 0.563 F-Statistic = 126.434				
Parameter	Coefficient	Standard Error	T-cal	Probability
Constant	38.76	1.882	20.590	0.000
Test Anxiety	-1.37	0.121	-11.333	0.000

In table 2 above, test anxiety as the independent variable accounts for 56.7% of the total variation in the academic performance of senior secondary school students in Social Studies (R<sup>2</sup> = 0.5671, P <0.05). Test anxiety exert a negative significant relationship with students' academic performance ( $\beta = -1.37$ , p < 0.05). This outcomes implies that an increase in test anxiety will lead to a significant decrease in students' academic performance. Thus for students to perform exceedingly in Social Studies, test anxiety must be controlled among the student. Thus, there is a significant negative influence of test anxiety on the academic performance of secondary school students in Social Studies.

**Hypothesis three:** Is there any significant composite influence of study habit and test anxiety on the academic performance of secondary school students in Social Studies?

**Table 3:** Model Summary of the Multiple Regression Analysis for the composite influence of study habit and test anxiety on students' academic performance in Social Studies

	Sum of Squares	df	Mean Square	F	Sig.
Regression	46.746	2	23.373	6.791	.002 <sup>b</sup>
Residual	375.174	99	3.442		
Total	421.920	100			
Model Summary	R = .333 <sup>a</sup> ; R <sup>2</sup> = .111; p < .05				

a. Dependent Variable: Students Academic Performance in Social Studies

b. Predictors: (Constant), Study Habit , Test anxiety

The results in Table 3 indicated that with all the predictor variables (Study habit and test anxiety) entered into the regression model at once, there was a significant prediction of students academic performance in Social Studies ( $R = .333^a$ ;  $R^2 = .111$ ;  $F_{(2, 331)} = 6.791$ ;  $p < .05$ ). This showed that all the variables accounted for 11.1% of the total variation in students' academic performance in Social Studies.. Thus, there is enough evidence to proof that there is a significant composite influence of study habit and test anxiety on the academic performance of secondary school students in Social Studies.

#### 4. Discussion of Findings

The result of the findings showed that there is a significant influence of study habit on the academic performance of secondary school students in Social Studies. Findings were in consonance with that of Evans and Julius (2015) who examine the relationship between study habits and academic achievement of students and find out that a positive significant relationship exists between study habits and academic achievement. The results implied that the study habits need a significant attention if students want to improve in their performance. Also the findings were in line with that of Sandhu (2014) who studied the study habits of adolescents and their relation with achievement level and found out that there is a significant positive correlation between these two variables. Supported the above, Bright and Matilda (2018) in their findings indicated that there is high extent of relationship between study habit and academic performance.

In addition, findings also indicated that there is a significant influence of test anxiety on the academic performance of secondary school students in Computere studies. Findings above were in line with that of Hanem (2016) who examined the relationship between test anxiety level and academic achievement among nursing students. The researcher find out that there are highly statistically inverse correlation between total test anxiety and grade point average ( $P < .01$ ). Similarly, Azim (2018) also examined academic anxiety and students performance among secondary school students in Aligarh. The researchers found out that a significant and negative relationship existed among academic anxiety and the academic achievement. Moreso, the findings above were also in agreement with the work of Rizwan and Nasir (2010) who examined the relationship between test anxiety and academic achievement of students at the post graduate level. They also found out that a significant negative relationship exists between test anxiety scores and students' achievement scores. In the same

vane, Oludipe (2009) carried out a study on how test anxiety affects students' performance levels in the sciences, especially in Physics, and concluded that "low test-anxious students performed better than high test-anxious students on both numerical and non-numerical tasks in Physics

In addition, the result of the findings of this study showed that there is a significant composite influence of study habit and test anxiety on the academic performance of secondary school students in Social Studies. The statement/hypothesis above were in agreement with the work of Ekeng and Bassey (2018) who investigate the relationship between Self esteem, test anxiety and students' academic performance among secondary school students in Cross River State Nigeria. The researchers through One-way Analysis of Variance and Pearson Product moment correlation coefficient analytical technique showed that test anxiety negatively affect performance while Self esteem positively affect academic performance. Consequently, Olatoye (2009) investigated the relative and combined influences of test anxiety and motivation for examinations on science achievement of selected Junior Secondary School students in Ogun State, Nigeria. He found out that there is negative significant relationship between test anxiety and science achievement. Not only that, the findings were also in line with that of Ammara and Syeda (2017) in their findings on the effect of study habits on test anxiety and academic achievement of undergraduate students find out that study habits have a significant effect on test anxiety and academic achievement. Their findings also revealed that students having effective study habits experience low level of test anxiety and perform better academically than students having ineffective study habits.

Similarly, the findings above were in consonance with the work of Akinleke and Adeaga (2014) who investigate how the joint interaction of test anxiety, study habits and locus of control determine the academic performance of college students. They found out that the three variables significantly predict academic performance.

#### 5. Conclusion and Recommendations

The findings of this study were consistent with the empirical review that was initially developed to show the interaction of the variables in the study, in which case it was projected that high levels of test anxiety would lead to low levels of academic performance in students, and vice versa. In addition, based on the empirical and other review, study habit have been found to improve students' academic performance.

On the other hand, it was found out that higher test anxiety is detriment to students' academic success. Thus, the more students study hard the more and the higher the performance score, and the higher the anxiety the lower the performance score. It is therefore concluded that for student to perform better in Social Studies in accordance with the literature, theories and empirical review, student must study hard couple with study strategies and try as much as possible to minimize the rate of phobia and anxiety in Social Studies.

It is therefore recommended that the school library should be well equipped with relevant materials to enable students improve in their study habit skills. Also, school librarian should in one way or the other encourage students to make use of school library most often and also discourage them about examination anxiety. In addition, there is the need for regular counseling services in order to train students on study skills strategies need to be advocated in order to boost their study habit and enhance their academic achievement. Not only that students with superior test anxiety must be recognized and treated in order to increase their academic attainment. In addition, to effectively manage test anxiety, teachers and parents should help students into the use of cognitive, emotional and behavioral strategies. Not only that, school authorities should work out guidelines as well as develop a program that help students to cope with test anxiety among others

## References

- Akinleke, W. O., & Adeaga T. M. (2014). Contributions of test anxiety, study habits and locus of control to academic performance; *British Journal of Psychology Research*, 2(1), 14-24.
- Ammara, N., & Syeda, S. H. (2017). Effect of Study Habits on Test Anxiety and Academic Achievement of Undergraduate Students; *Journal of Research and Reflections in Education*, 11(1), 1-14.
- Ayesha, B., & Khurshid, F. (2013). The relationship of multiple intelligence and effective study skills with academic achievement among university students. *Global Journal of Human Social Science Linguistics and Education*, 13(1), 20-32.
- Azikiwe, U. (1998). Study approaches of university students; WCCI Region II Forum, 2, 106 - 114.
- Azim, O. (2018). Study of academic anxiety and students' performance among secondary school students. *International Journal of Research in Social Sciences*, 8(3), 147-161.
- Bright, O., & Matilda, B. D. (2018). Investigated Study Habits and Academic Performance of Secondary School Students in Rivers-West Senatorial District of Rivers State, Nigeria. *European Journal of Training and Development Studies*, 5(3), 8-18.
- Carter, E.W., Webby, J., Hughes, C., Johnson, S.M., Plank, D.R., Barton-Arwood, S.M., & Lunsford, L.B. (2005). Preparing adolescents with high-incidence disabilities for high stakes testing with strategy instruction. *Preventing School Failure*, 49(2), 55-62.
- Cassady, J.C., & Johnson, R.E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*, 27, 270-295.
- Chapell, M. S, Blanding, Z. B., Takahashi, M., Silverstein, M. E., Newman, B., Gubi, A., & McCann, N. (2005). Test anxiety and academic performance in undergraduate and graduate students. *Journal of Educational Psychology*, 97, 268-274.
- Congos, D. H. (2010). Inventory of college level study skills (SSI) (Measurement instrument). University of Central Florida, Orlando, Florida.
- Ekeng, E. B., & Bassey, B. A. (2018). Self esteem, test anxiety and students' academic performance among secondary school students in Cross River State Nigeria. *International Journal of Education and Evaluation*, 4(9), 18-28.
- Ergene, T. (2011). The relationships among study habits, test anxiety, achievement, motivation, and academic success among Turkish high school students. *Journal of Education and Science*, 36(160), 320-330.
- Evans, A. S., & Julius, K. M. (2015). Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India; *International Journal of Educational Administration and Policy Studies*, 7(7), 134-141.
- Fielden, K. (2004). Evaluating Critical Reflection for Postgraduate Students in computing. Informing Science and Information Technology Education Joint Conference, 2005, Flagstaff, Arizona. [www.informingscience.org/proceedings/I SITE2005/I38f36Field.pdf](http://www.informingscience.org/proceedings/I SITE2005/I38f36Field.pdf).
- Hancock, D. R. (2001). Effect of test anxiety and evaluative threats on students' achievement

- and motivation. *The Journal of Educational Research*, 94 (5), 284-290.
- Hanem . A A. (2016). Exploring the Relationship between Test Anxiety and Academic Achievement among Female Nursing Students at Zagazig University; *Journal of Nursing and Health Science*, 5(5),43-48.
- Hawes, G. R., & Hawes, L. S. (2002). *The Concise Dictionary of Education*. New York, NY: Van Nostrand Reinhold Company.
- Ian, N., & Owens, A. (1996). Self-esteem and anxiety in secondary school achievement. *Journal of Social Behavior and Personality*, 11(3), 521-531.
- Kassim, M. A., Hanafi, R. M., & Hancock, D. R. (2008). Test anxiety and its consequences on academic performance among university students. *Advance in Psychology Research*. 53, 75-95. Retrieved July 06, 2009, from <http://www.books.google.com.pk/books?>
- Khalid, R., & Hasan, S. S. (2009). Test anxiety in high and low achievers. *Pakistan Journal of Psychological Research*, 24(3-4).
- Khurshid, F., Tanveer, A., & Qasmi, F. N. (2012). Relationship between study habits and academic achievement among hostel living and day scholars' university students. *British Journal of Humanities and Social Sciences*, 3(2), 34-42.
- Llavore,D. C., Duran, I. I., & Dungan, B. M (2015), STUDY HABITS AND THE PERFORMANCE OF BSCS STUDENTS IN COMPUTER PROGRAMMING-1, Proceedings of 40thThe IIER International Conference, Manila, Philippines, 9thOctober. 2015, Pp 1-4.
- McCraty, R. (2007).When Anxiety Cause Your Brain to Jam, Use Your Heart. Institute of Heart Math. Heart Math Research Center, Institute of Heart Math, Boulder Creek, CA.
- Nicholson, A. M. (2009). Effects of test anxiety on student achievement (ACT) for college bound students. Dissertation Abstract International. DAI-A-70/07, AAT 3366126.
- Numan, A., & Hasan, S. S. (2017). Effect of Study Habits on Test Anxiety and Academic Achievement of Undergraduate Students. *Journal of Research and Reflections in Education*, 11(1), 1-14.
- Olatoye. R. A. (2009) Students' test anxiety, motivation for examinations and science achievement in junior secondary schools in Ogun State, Nigeria; *International Journal of Psychology and Counseling*; 1(10): 94-198.
- Oludipe, B. (2009). Influence of test anxiety on performance levels on numerical tasks of secondary school physics students: Academic Leadership: *Online Journal*, 7 (4): 56-74.
- Olukayode, O. (2012). An analysis of social studies Evaluation in Selected Secondary School in Ogun State, *Global Journal of Human Social Sciences*, 12(3): 71-79.
- Osa-Edoh, G. I., & Alutu, A. N. (2012). A survey of students study habits in selected secondary schools: Implication for counseling. *Current Research Journal of Social Sciences*, 4(3), 228-234.
- Rafiq, R., Ghazal, S., & Farooqi, Y. N. (2007). Test Anxiety in Students: Semester's vs. Annual System. *Journal of Behavioral Science*, 17(1-2), 79-95.
- Rizwan, A. R.; and Nasir, M (2010) Examine the Relationship between test anxiety and academic achievement of students at the post graduate level. *Bulletin of Education and Research* December ; 32(2): 63-74.
- Sadock; B. J.; and Sadock; V. A ( 2007) Kaplan and Sadock's Synopsis of Psychiatry: Behavioural Science/Clinical Psychiatry (10<sup>th</sup> . Ed). Philadelphia: Wolter Kluwer./lippincott Williams and Wilkins Press.
- Salend, S.J. (2009). Classroom testing and assessment for all: Beyond standardization. Thousand Oaks, CA: Corwin Press
- Zeidner,M (1998) Test anxiety: The state of the Art. (New York, NY: Plenum.
- Spielberger, C. D. (1980). *Test Anxiety Inventory: Preliminary Professional Manual*. Palo Alto, CA: Consulting Psychologists Press.