IMPACT OF TEST ANXIETY AND STRESS ON ACADEMIC PERFORMANCE OF DIPLOMA II STUDENTS IN KATSINA COMMUNITY ISLAMIC COLLEGE

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Abstract
This study investigated the impact of test anxiety and stress on academic performance of Diploma II Students in Katsina Community Islamic College, Katsina State. The design employed for the study was descriptive survey design. The population of the study consists of Two Hundred and Fifty Four (254) diploma students and the sample size was selected by using simple random sampling techniques. The samples were 152 Diploma II students as at 2017/2018 academic session which was selected from ten (10) departments in the College. Test Anxiety Inventory (TAI) and Students Life Stress Inventory (SSI) were adopted and used for the study, while Grade Point Average (GPA) was used to measure students’ academic performance. Data was analyzed using Pearson product moment correlation coefficient, two hypotheses were tested at P=0.05 level of significance. A research finding shows a negative insignificant relationship between test anxiety and students’ academic performance. It also reveals that there is no significant relationship between stress and students’ academic performance. It was recommended that students should be encouraged to prepare for the examinations in advance and also have guidance programs before examinations.

Keywords: Test anxiety, Stress, Academic performance, Diploma II students

Introduction
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 (Donnelly, 2009). Anxiety was defined as feeling that undesirable and unclear like when person predicts a danger situation. Extreme level of anxiety impends individual’s mental and physical health and also has a negative effect on their personal, social, occupational and educational performance (Zahrakar, 2008). 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. The prime view of the association between these two factors suggests the cognitive component that directly influences the performance of students in exams, while the components is associated but does not directly persuade test performance (Cassady, 2011).
Taking on new knowledge, roles, concepts and attitudes eventually leads to period of stress and dissatisfaction. Stress and recognition of impending stressors among Diploma students were given a large extent of attention in the literature (Nicholl & Timmins, 2005).

Test anxiety is an undesirable reaction toward evaluation. It is the most important problem that is faced by the students in their education worldwide (Khosravi & Bigdeli, 2008). Test anxiety is a psychological condition in which students experience extreme distress and anxiety in test situations. A little anxiety exams is required that will help students to get motivated and learn. Mounting up so much of anxiety will not help the student to perform rather it will influence the academic performance negatively (Coon & Mitterer, 2009). It is on this note, that the researcher realized a kind of formal relationship between test anxiety and stress. In view of the above, therefore stress is a main source of problems being faced by the students during their academic carrier when they are struggling to get the academic achievements for their future life. Academic pressure is one of the factors that cause failure among the students.

Psychological stress occurs when an individual perceives that environmental demands duty or exceed his or her adaptive capacity. Stress generates psychological disorders that may arise as downstream (Jex, 2008). This is a reaction to things around you that cause stress (Manuel & Naughton, 2003). Academic performance is the educational aim that is achieved by a student, teacher or institution achieves over a specific time. The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success.

Khalid and Hasan (2009) conducted a study on a purposively selected sample of 187 undergraduate students to explore the relationship between test anxiety and academic achievement and found that students with better academic performance have low test anxiety scores and vice versa. Hancock (2001) investigated the effects of students' test anxiety and teacher's evaluation practices on students' achievement and motivation at post-secondary level. He found that all students, especially students with high anxiety level, performed poorly and were less motivated to learn.

Gunner (2008) defined academic stress as the stress that comes from schooling and education. He also maintained that academic stress is particularly hard on school students who are often living away from home for the first time. Students may miscalculate the amount of time it takes to complete reading and writing tasks, to print out replicas of their work. Stress and its displays, such as stress, depression, and tension, have always been seen as a common problem among students in schools.

Academic performance demonstrated using scores on semester examinations tests has been used to determine the competence of students in their classroom. The total mark in the course is a measure of a student's average academic performance across the courses being offered in any given class (Khalid & Hasan, 2009). This research points out all the learning outcomes expected of a student in his/her courses. The outcomes or mark are more generally used to measure academic success. Thus allows it to be compared with other studies where measurement of academic performance is one of the study variables. The output of any course of study reflects the success in academic performance. Learning process depends on the learning and experiencing for academic achievement (McKenzie & Schwietzer, 2004).

**Statement of the Problem**

Due in part to an increase in educational accountability and frequency of better academic performance, there has been increased prevalence of test anxiety and stress among students (Putwin, 2008). Test
anxiety and stress can affect any student, regardless of gender, socio-economic status, intellectual capacity, ethnicity and diploma level. It can affect students’ academic performance generally (Othman & Awaang, 2010). Diploma students face challenges to new outset altering the routines and habits of life, also there is a great challenge and demand for success to achieve the highest level of academic performance which in turn can affect student performance and lead to situation of stress, depression and anxiety (Kahan, 2008). Diploma students have a great possibility of developing anxiety during test, anxiety disorders are rising among students (Leta, 2001).

A lot of studies had been carried out on the students' anxiety levels, effect of anxiety on students' academic performance at the different levels of their educational life which may be transferred and have influence on the Diploma II teaching and learning process in the classrooms. However, not much research has been done on the possible impact of test anxiety and stress on the academic performance of the Diploma II Students in Katsina Community Islamic College. This desire to see this problem curved, gave rise to this study and the researcher aimed to investigate whether relationship exist among the variables.

**Objectives of the Study**

This study set to achieve the following objectives:

i. to determine the relationship between test anxiety and academic performance of Diploma II students.

ii. to examine the relationship between stress and academic performance of Diploma II students.

**Research Hypotheses**

The following null hypotheses were formulated and tested for this study:

1. There is no significant relationship between test anxiety and academic performance of Diploma II students.
2. There is no significant relationship between stress and academic performance of Diploma II students.

**Methodology**

Descriptive Survey research design was employed for the Study. The population of this study consists Two Hundred and Fifty Four (254) students in Katsina Community Islamic College (KCIC). The population is characterized by only Diploma II as at 2017/2018 Academic session. Simple random sampling technique was used to select a sample of 152 students based on Krejie and Morgan (1970) table of determining sample size. The stated research hypotheses were analyzed and tested by using descriptive and inferential statistics. All the data were analyzed at 0.05 level of significance. The Katsina Community Islamic College (KCIC) Diploma Section was established by some private individuals through community based assistance out of the desire to improve access to higher education for its citizenry. The college was affiliated to Institute of Education, Ahmadu Bello University Zaria, and it commenced academic activities in December, 2015 with ten departments.

The research instruments employed for this study were questionnaires for the two independent variables (Test anxiety and Stress). Test Anxiety Inventory (TAI) by Spielberger (2010) was adopted by the researcher to suit the environment, the inventory consist 20 items which reported 0.79 as reliability index. The second instrument was Student-Life Stress Inventory (SSI) by Gadzilla (2005) which was
adopted by the researcher to suit the environment. The stress inventory consists of 20 items and reported 0.81 as reliability index. Both the instruments consists 4 point Likert scale and Grade Point Average (GPA) was used to measure student academic performance.

In order to analyze the data collected, the researchers used SPSS version 20.0 software package. Both hypotheses one and two were analyzed using Pearson Product Moment Correlation (PPMC) analysis.

**Hypotheses Testing**

**H₀₁:** There is no significant relationship between test anxiety and academic performance of Diploma II students.

**Table 2: PPMC between Students’ Test Anxiety and Academic Performance**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>R-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Anxiety</td>
<td>152</td>
<td>22.87</td>
<td>10.01</td>
<td>-0.301</td>
<td>0.087</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>152</td>
<td>18.78</td>
<td>8.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows the valid number of returned respondents for test anxiety inventory N=152 with mean of 22.87 and standard deviation of 10.01 and academic performance also with mean of 18.78 and standard deviation of 8.02 (r=-.301 p=.087; p<0.05) meaning that p-value greater than .05 level of significant and the hypothesis is accepted. Indicating that, there is negative insignificant relationship between student’s test anxiety and academic performance of Diploma II students in Katsina Community Islamic College.

**H₀₂:** There is no significant relationship between stress and academic performance of Diploma II students.

**Table 3: PPMC between Students’ Stress and Academic Performance**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>R-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>152</td>
<td>26.71</td>
<td>9.75</td>
<td>-.293</td>
<td>.125</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>152</td>
<td>20.82</td>
<td>7.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 indicated that stress has a total mean of 26.71 and a standard deviation of 9.75 while academic performance has a total mean of 20.82 and standard deviation of 7.99 (r = -.293, p=.125 P>0.05) level of significance meaning that the hypothesis is accepted. It indicated that the relationship between stress and academic performance is statistically not significant.

The above Pearson product moment correlation analysis shows no significant negative correlation between the two variables (stress and academic performance).

**Discussion of Findings**

The finding of the study revealed that negative insignificant relationship between student’s test anxiety and academic performance of Diploma II students in Katsina Community Islamic College and it also shows that there is a negative insignificant relationship between student’s stress and academic performance.
performance among Diploma II students during the 2017/2018 Academic session in Katsina Community Islamic College. The finding corroborate with that of Khalid and Hassan (2009) which revealed that students with low test anxiety scored higher at their academic performance and vice versa. The finding is in line with the findings of Hancook (2001) who found statistically significant result which revealed that all students, especially students with high anxiety level performed poorly and were less motivated to learn academically.

The current study revealed that there was no significant relationship between test anxiety and Diploma II students’ academic performance. This finding was contrasting to the study by Afolayan, Donald, Onasoga, Babafemi & Juan (2013) which indicates that anxiety which is expressed as physiological, psychological and behavioural during test negatively affected student’s performance. This is indicating that when test anxiety is higher, their academic performance is lower. With regard to relationship between stress and academic performance of Diploma II students. The present study showed no significant relationship between stress and academic performance. This finding agrees with the work of Gunner (2008) which revealed that stress does not play a significant role in the relationship between learners academic performance. In contrary to the present study finding from the research conducted by (Dordinejad & Hakimi, 2011) discovered that there was a positive correlation between stress and academic performance.

Conclusion
Results of this study confirmed no relationship between test anxiety and academic performance of diploma II students. Moreover, it was also revealed that there is no relationship between stress and student’s academic performance. Although it is essential to help out diploma II to handle test anxiety and stress efficiently through group work via students, parents, departmental advisors and college academic secretary, majority of the lecturers do not provide feedback to the students and also to extend personal attention in the classroom. Most of the lecturers often fail to clarify the objectives of the lectures during class which creates a great hindrance to understand the objectives and the same later on put the students’ under anxiety and stress during test or exams.

Recommendations
Based on the findings of this study, the following recommendations are suggested:
1. Teachers should encourage the students to prepare for the examinations in advance so that they will develop confidence consequently that help to prevent or reduce test anxiety.
2. Tests and examinations as well as assignments should be well planned to avoid undue stress on the students which most likely triggers anxiety.
3. Providing family monetary, social support and encouraging participation in social activities are recommended to decrease test anxiety and stress in students preparing for different exams.

References


