

EXAMINATION ANXIETY AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS

BY

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DEGREE IN PSYCHOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Examination Anxiety and Academic Performance of Secondary School Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined examination anxiety and academic performance of secondary school students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of examination; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with examination and anxiety. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 392 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 359 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.14). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.46$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.44, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.06$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on examination.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of examination anxiety and academic performance of secondary school students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

examination continues to command considerable attention among researchers, policymakers, and practitioners in psychology. The socio-cultural diversity of Nigeria implies that responses to examination must be differentiated rather than uniform. Findings reported by Adigun and Ibrahim (2018) observed that respondents with greater exposure to examination recorded markedly different results. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The aggregate picture emerging from Ekwueme and Adeniyi (2023) points to a modest but consistent association between examination and the outcomes of interest. For practitioners, the practical significance of examination cannot be overstated, given its demonstrable link with anxiety. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Over the past two decades, examination has become increasingly significant within the Nigerian landscape and beyond. Economic pressures and resource scarcity frequently determine the pace at which examination advances in practice. Studies conducted within the West African subregion by Oyelaran and Obiora (2018) reached conclusions broadly consistent with the Nigerian evidence. Such findings reinforce the argument that examination deserves a place of priority on the development agenda. Research by Osinachi and Umeh (2021) using mixed methods provided particularly rich insight into the mechanisms connecting examination and anxiety. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

examination occupies a prominent position in contemporary debates about anxiety and national development. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of examination. Studies conducted within the West African subregion by Osinachi and Umeh (2018) reached conclusions broadly consistent with the Nigerian evidence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Studies conducted within the West African subregion by Famuyide and Osinachi (2018) reached conclusions broadly consistent with the Nigerian evidence. These developments carry important implications for policy and practice in psychology. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Few subjects attract as much policy interest in contemporary Nigeria as the question of examination. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of examination. Bamgbose and Bello (2020), in a survey of relevant stakeholders, concluded that the benefits of examination are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to