

TEST ANXIETY AND USE OF GUIDANCE SERVICES BY STUDENTS

BY

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DEGREE IN PSYCHOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Test Anxiety and Use of Guidance Services by 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 test anxiety and use of guidance services by 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 test; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with test and anxiety. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 414 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 395 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 = 3.09). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.468$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.93, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.21$, $p > 0.05$). 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 test.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of test anxiety and use of guidance services by 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of test. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which test unfolds. Studies by Ogbeide and Umeh (2019) largely support the view that test exerts a measurable influence on outcomes of interest. Such findings reinforce the argument that test deserves a place of priority on the development agenda. Evidence assembled by Adigun and Chukwu (2015) across twelve states underscored the heterogeneity of outcomes linked to test. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of test. Nigeria's federal structure and its diverse cultural geography ensure that the experience of test varies considerably from one region to another. An examination by Bello and Adigun (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Research by Adebayo and Nnamdi (2021) using mixed methods provided particularly rich insight into the mechanisms connecting test and anxiety. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Over the past two decades, test has become increasingly significant within the Nigerian landscape and beyond. Evidence from national agencies indicates that test has grown considerably in recent times, underscoring the need for systematic inquiry. Findings reported by Adebayo and Nnamdi (2018) observed that respondents with greater exposure to test recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. A notable study by Kalu and Famuyide (2017) argued that the impact of test is substantially mediated by the quality of institutions. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

test, when examined in relation to anxiety, reveals complex and often paradoxical dynamics. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which test unfolds. Evidence assembled by Ibrahim and Nwosu (2015) across twelve states underscored the heterogeneity of outcomes linked to test. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Findings reported by Ibrahim and