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EFFECTS OF EXAMINATION ANXIETY ON THE ACADEMIC PERFORMANCE OF STUDENTS OF ENGLISH DEPARTMENT IN NNAMDI AZIKIWE UNIVERSITY, AWKA, ANAMBRA STATE

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ABSTRACT

This study examined the effects of examination anxiety on the academic performance of students of English department in Nnamdi Azikiwe University, Awka, Anambra State. The objective being: to find out the causes of students examination anxiety, its effects and examine the various strategies to reduce examination anxiety, in order to improve academic performance of students in the English department of Nnamdi Azikiwe University. Survey research design was adopted for this study. Total sample size of (359) students were randomly selected out of 3,500 respondents (from 100-400 levels) in the department of English in Nnamdi Azikiwe University. The research instrument was tagged "Examination Anxiety Survey Questionnaire" (EASQ). The reliability coefficient of 0.80 was obtained. Data collected were analyzed using the frequency counts, mean and standard deviation. The findings showed that there was relationship between the causes of examination anxiety, its effects and academic performance of students in the department of English in Nnamdi Azikiwe University, and that; the students found it interested to use the various strategies which could help them to reduce examination anxiety but, were not effectively utilized them. Based on the findings, it was recommended that the students should be encouraged to avoid the various causes of examination anxiety, work on examination anxiety to enhance their academic performance. Again, the ministry of education, curriculum planners and developers, as well as the department of English in Nnamdi Azikiwe University should regularly organize workshops/seminars to educate the students on the need to effectively use the various strategies available to help them to reduce examination anxiety to improve their academic performance.

Keywords: Examination anxiety, Academic performance, Causes and Effects, Strategies, workshops/seminars, Curriculum planners and developers.

Introduction

Examination is important tool for decision making in this competitive world and students are assessed as for their achievement, aptitudes and capacities with tests and examinations. Examination anxiety is referred to as the students' fear of showing poor results in examinations. Sali

(2020) observes that low to moderate level of test anxiety is often considered beneficial for students and serves as a positive motivator by motivating them to put more efforts for achieving academic excellence. However, aggravated examination anxiety level is considered a threat for students' psychological and physical well-being. Elevated or high exam anxiety level severely effect students' private, social life, as well as their educational achievements (Danjima, 2022). In view of the fact that examination anxiety influences students' achievement, it is needed to understand various aspects of examination anxiety and their roles on students' achievement. According to Adebayo (2018) examination anxiety has two mechanisms; worry and emotionality. For him, the physiological indications of test anxiety are associated with the emotionality component while the psychological indications are connected with worry component.

Academic Achievement encompasses students' academic potential. It is a common practice to promote students to next grades and classify them as pass or fail on the basis of their academic achievement scores. The students' academic achievement scores are influenced by various factors and test anxiety is one of them. Test or 'examination' anxiety is most widely recognized cognitive issue affecting students' academic achievement scores. It can influence students' sense of pride, companion connections and social practices (Costello, Mustillo, Erkanli, Keeler, & Angold, 2013). In Nigeria, academic achievement of tertiary institution students can be measured by examinations conducted by Joint Admission and matriculation Boards (JAMB). At that level, test anxiety can have a negative effect on the prospective academic achievements and outcomes related to the development of students (Nwosu, 2021). Students of different academic potential can be affected by examination anxiety and it is reflected through their achievement in the examinations. Societal and parental pressures on students for higher academic achievements can also increase their anxiety about examinations (Gherasim & Butnaru, 2012).

Exam or test anxiety is a common and often normal stress reaction experienced before, during and sometimes after exams. Examination anxiety is an issue when it is intense, continues over time and impedes academic performance**.** This could have inspired Nwachukwu (2020) to observe that a certain level of examination or test anxiety is actually a common and often normal response to sitting exams. For him, some degree of nervous energy and tension is generally required to motivate students to study, complete exams and perform well, noting that examination anxiety is not all bad. In a similar view, Dimoji & Nochiri (2016) hold that most people have different levels of anxiety relating to exams that is normal, pointing out that it can become problematic when anxiety impedes students' ability to attend, engage with or perform on exams due to its effects and symptoms.

Test anxiety is that nervous feeling you may get when you are about to take a test. It

is normal to feel some pressure before an exam, and a little stress can actually help you focus and do better (Chukwu, Bamiyi, Okeke & Nwafor, 2021). Test anxiety can interfere with the students' ability to perform adequately and prevent students from demonstrating their knowledge on examinations. Some students have the skills and knowledge to do very well in testing situations, but their excessive anxiety impairs their performance. Test anxiety can also cause you to feel "butterflies" in your stomach, or have a stomachache or headache. You might be shaky, or feel like you might throw up or pass out. You may feel stressed by how your body reacts: "Oh no, my hands are shaking." And you might worry about doing poorly or forgetting what you studied.

Identifying the root cause of your anxiety will put you in a better position to address the problem at its source. The cause of your anxiety may be completely different the cause in another person, even though you experience similar symptoms. According to Ukandu (2021), common causes of test anxiety include but are not limited to: putting too much emphasis on one test, having a fear of not living up to expectations, being unprepared for a test, believing grades define your worth, needing to pass a class to graduate or advance in your career, feeling you may not be able to finish a timed test, dwelling in past poor test history and experiencing perfectionism. Life is complex. Everybody has things going on outside of school, and sometimes these stressors can become overwhelming and create anxiety in other aspects of life, including taking tests (Dike, 2014). You could be more prone to test anxiety if you experience mental health struggles in other areas. Considering this, speaking with a counselor to express your feelings and learn techniques and strategies to combat anxiety is often beneficial (Nkwachukwu, 2016:125).

There can be many reasons a person may develop high levels of anxiety in relation to exams. Sometimes pressures coming from the individual themselves (such as perfectionism), or even their family or friends can also contribute to the degree of anxiety experienced in regards to exams. According to Offoma (2019), examination anxiety is intensified after a negative exam experience when confidence has been affected. In this direction, he reminds us that a lack of preparation or study can also increase our sense of helplessness and stress. Some people tend to worry or may be more prone to developing exam anxiety but, this does not mean it cannot be managed and improved with practice and support (Nwankwo, 2021). The following are some of the commonly reported effects examination anxiety on students:

Emotional Effect: This means feeling nervous, unsettled or overwhelmed, panic or experiencing panic attacks, down or helpless, a sense of shame or guilt (Obioma & Emelie, 2018).

Physical Effect: This aspect is concerned with increased heart rate, muscle tension throughout the body, nausea and/or digestive changes, fatigue without physical exertion, increased sweating, difficulty breathing or tightness in chest, loss of appetite or over-eating, light-headedness or feeling dizzy and

sleep changes (over or under sleeping or disrupted sleep).

Cognitive Effect: This means difficulties concentrating or paying attention, recalling or processing key information (going blank), racing or disorganized thoughts, irrational or unhelpful thoughts, preoccupation with thoughts of failure or embarrassment, worrying about the time constraints or outcome of exam, comparison to others during testing situation and able to recall exam answers after exam is over (Anazodo, 2022).

Behavioural Effect: This aspect includes; pacing or acting restless (shaking leg, increased activity), cramming or staying up the night before in the hope it will help improve your grades or reduce anxiety., withdrawing from others or obsessing about study, procrastinating and avoiding cues relating to exams including study, making simple mistakes on exam despite knowing content, not attending exams, leaving the exam as soon as possible or before finishing, using alcohol or other substances to distract from stress/study (Offoma, 2019:46).

The strategies to reduce exam anxiety include:

1. Study in Similar Places as the Test will be Taken: By preparing in an environment similar to where you will take your test, you will feel more comfortable and familiar with your surroundings. This allows you to focus on the task and helps you recall information (Dike, 2014).

2. Get a Good Night's Sleep: A good night's sleep is beneficial not only the night before the test but in the days leading up to it. Since your brain is responsible for taking all the information you've studied and storing it for test day, getting seven to nine hours of sleep will help you retain the material you've learned. Proper rest is also crucial for calming nerves, so don't neglect sleep when preparing for a big test.

3. Take Time to Learn the Material Well: Practice makes perfect. Proper preparation is one of the best ways to immediately lower anxiety levels. Give yourself ample time to study and develop a study plan that works for you. Remember, *every* step you take toward your goal is a step closer to success (Ikenga, 2011:87).

4. Exercise Regularly: The importance of exercise goes far beyond its physical benefits. Exercise has also been shown to benefit mental health, so take your test anxiety out on the gym. Whether lifting weights, going for a walk, or practicing yoga, getting active typically helps lower your anxiety levels to set you up for success on test day.

5. Avoid Excess Caffeine: While moderate caffeine intake can help increase focus and improve energy, excess caffeine can heighten test anxiety symptoms. If you don't regularly consume caffeine, then it's best to continue your current habits. If you enjoy caffeine, be sure to monitor how much you consume, and consider cutting back if you're experiencing test anxiety.

6. Practice Relaxation: When you experience anxiety, your body goes into a state of "fight or flight," which can interfere with your ability to focus, think clearly, and perform well on the test. Relaxation techniques can help to counteract this response and promote a sense of calm and relaxation. Some methods to try might include: deep breathing, progressive muscle relaxation and mindfulness meditation (Offoma, 2019).

7. Visualize Success: When you visualize success, you create a mental image of yourself performing well on the test and achieving your desired outcome. This mental rehearsal can help prepare your mind and body for the test experience. As you imagine yourself successfully answering questions and completing tasks, you begin to believe in your ability to do so in real life. When you have a clear mental image of what success looks like, you can stay focused on your goals and avoid getting distracted by negative thoughts or anxiety (Emodi, 2009).

8. Seek Support: There is no such thing as a wrong time to seek professional help for improving your mental health. If your grades are suffering due to test anxiety and it's negatively impacting other areas of your personal life, then speaking to a counselor could have tremendous benefits. Anxiety can be confusing to experience. Counselors can help you understand what's happening and talk you through how to become more comfortable taking tests and improving your overall mental health (Offoma, 2019).

Academic performance is crucial in shaping a student's future, reflecting not just their current learning but also their long-term educational goals. It encompasses grades, GPA, and degrees, with a strong emphasis on exam scores and continuous evaluations. It is the contention of Umeh (2013) that academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. For him, completion of educational benchmarks such as school diplomas and bachelor's degrees

represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, he noted that there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

Writing on the subject matter Mohammed (2012) insists that individual differences in academic performance have been linked to differences in intelligence and personality. For him, students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests (Ikenga, 2011). Effect of test anxiety on academic achievement in Universities is considered as a cognitive component. It is related to mental perceptions and thinking about personal academic achievement scores. It comprises thoughts about bad achievement scores and failure in examinations. On the other hand, emotionality component refers to physiological elements for example fright, stress, and increased heart beat and inhalation rates. Both worry and emotionality component synthesize to impact test achievement in various circumstances. Academic achievement is taken as an important aspect of the system of formal education. Academic achievement is generally referred to as how many marks a student is achieving in his academics (Dike, 2014).

Nnamdi Azikiwe University came into being as an offshoot of the defunct Anambra State University of Technology (ASUTECH). It was established through Law No. 7 of July 30, 1980 by the government of the old Anambra state that operated as a multi-campus university, with campuses in Abakiliki, Enugu, Awka and Nnewi. In 1991, after the former Anambra State was split into Anambra and Enugu States, the Awka and Nnewi campuses of the former Anambra State University of Technology (ASUTECH) were combined into Nnamdi Azikiwe University, which was later taken over by Federal government in 1992. Effects of examination anxiety on academic achievement of students in the institution, particularly in the Department of English language have been worrisome, as a cognitive component (Nwosu, 2021). It comprises thoughts about bad achievement scores and failure in examinations. On the

other hand, emotionality component which refers to physiological elements for example; fright, stress, and increased heart beat and inhalation rates in the department.

Statement of the Problem

Over the years there have been high levels of test or examination anxiety in tertiary institution which have a negative effect on the prospective academic achievements and outcomes relating to the development of students in the Department of English Language. In the department, students of different academic potential are affected by examination anxiety and it is reflected through their academic achievement. Societal and parental pressures on students for higher academic achievements can also increase their anxiety about examinations (Gherasim & Butnaru, 2012). Academic achievement is usually measured through conducting assessments or continual evaluations. Students go through different examinations throughout their whole academic life. It can influence students' sense of pride, companion connections and social practices (Chukwu, Bamiyi, Okeke & Nwafor, 2021).

A close observation of Nnamdi Azikiwe University shows that the effects of test or examination anxiety on academic achievement of students are enormous and worried. It is related to mental perceptions and thinking about personal academic achievement scores. It comprises thoughts about bad achievement scores and failure in examinations. According to Anozie (2022), the students' perception of examination anxiety determines whether the result is positive or negative. Obioma & Emelie (2018) suggested that the students of Nnamdi Azikiwe University are characterized by worry component, which is more influencing than Emotionality component. In the University, anxiety issue standout amongst most widely recognized mental issue affecting students' academic achievement scores in the department of English Language. Often, examination anxiety poses a threat to students' self-esteem and may lead to diminished level of social and economic status, psychological and emotional problems as well as chronic illness.

Objective of the Study

The general objective of this study focused on the effects of examination anxiety on the academic performance of students of English department in Nnamdi Azikiwe University, Awka, Anambra State. The specific objectives include:

1. To find out the causes of students' examination anxiety in the English department of Nnamdi Azikiwe University.
2. To ascertain how examination anxiety affects academic performance of students in the English department of Nnamdi Azikiwe University.
3. To examine the various strategies to reduce examination anxiety and improve academic performance of students in the English department of Nnamdi Azikiwe University.

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Research Questions

Based on the objective of the study, the following research questions were posed for the study.

1. What are the causes of students' examination anxiety in the English department of Nnamdi Azikiwe University?
2. How does examination anxiety affect academic performance of students in the English department of Nnamdi Azikiwe University?
3. What are the various strategies to reduce examination anxiety and improve academic performance of students in the English department of Nnamdi Azikiwe University?

Research Hypotheses

Based on the objectives of the study and research questions, the following research hypotheses guided the study:

Ho_1: There is no relationship between the causes of examination anxiety and academic performance of students in the English department of Nnamdi Azikiwe University.

Ho_2: Examination anxiety does no affect academic performance of students in the English department of Nnamdi Azikiwe University.

Ho_3: The various strategies (taking time to learn the material well, mental rehearsal, etc.) cannot help students reduce examination anxiety and improve their academic performance in the English department of Nnamdi Azikiwe University.

Research Method

The study adopted a survey research design. The population of the study consisted of all the students in the department of English in Nnamdi Azikiwe University, Awka, Anambra State. 359 students were randomly selected out of 3,500 students in Nnamdi Azikiwe University, Awka. A questionnaire titled "Examination Anxiety Survey Questionnaire" (EASQ), structured in a four point likert format was administered for data collection. In order to ascertain the validity of the instrument for the study, the researcher ensured that the questionnaire covered the research questions of the study and was given to experts for scrutiny. This was trial tested and a reliability coefficient of 0.80 was obtained. The data was collected and analyzed using mean and standard deviation. The decision rule for interpretation of the results of the data analysis was that of a mean score of 2.5 and above, which was regarded as agreed/ accepted while, below 2.5 was disagreed/ rejected.

Presentation of Results

Research Question One: What are the causes of students' examination anxiety in the English department in Nnamdi Azikiwe University?

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Table 1: Mean Response on causes of students' examination anxiety in the English department**.**

S/N	Items	X	Std	Decision
1.	I have a fear of not living up to expectations.	3.20	1.32	Agreed
2.	I am always unprepared for a test or examination.	3.12	1.44	Agreed
3.	I have the feeling of inability to finish a timed test or exams.	2.54	1.68	Agreed
4.	I usually put too much emphasis on one course during examination.	3.34	1.26	Agreed
5.	I dwell in past poor examination history.	2.41	1.75	Disagreed
	Grand mean	**2.92**	**1.49**	

Table 1 showed the analysis of mean response on the causes of students' examination anxiety in the English department of Nnamdi Azikiwe University. It showed the various items with their mean responses. The mean score for each item was calculated by multiplying the frequencies of the responses by the nominal values of the response categories. The sum of the values obtained was then divided by the number of respondents who gave response to the item. The acceptance limit becomes 2.50 or above. Any item with a mean score of 2.50 or above is regarded as agreed/accepted, while those items with mean scores less than 2.50 are regarded as disagreed/rejected. Based on the above table, the respondents agreed with items 1, 2, 3 and 4 as the causes of students' examination anxiety in the department of English in Nnamdi Azikiwe University. Thus, the grand mean and standard deviation are 2.92 and 1.49. This underscores the fact that many of the respondents believe that the causes of students' examination anxiety in the English department are as contained in the above statements in Nnamdi Azikiwe University.

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Research Question Two: How does examination anxiety affect academic performance of students in the English department of Nnamdi Azikiwe University?

Table 2: Mean Response on Effect of Examination Anxiety and Academic Performance.

S/NO	Items	Mean	Std	Remark
1.	I am emotionally affected by feeling nervous, unsettled mind, panic, helpless, and sense of shame during examination.	2.76	1.79	Agreed
2.	I am physically affected by increased, muscle tension of the body, fatigue without physical exertion, loss of appetite and light-headedness during examination.	3.54	1.22	Agreed
3.	I have loss of interest while studying for tests or examinations.	2.73	1.92	Agreed
4.	I have cognitive effects/difficulties concentrating or paying attention, recalling as well as being worried about the time constraints or outcome of exams.	3.43	1.20	Agreed
5.	I like studying through the use of cooperative learning strategy before examination.	1.89	1.83	Disagreed
	Grand mean	**2.87**	**1.59**	

Table 2 showed that the respondents in items 1, 2, 3, and 4 agreed that examination anxiety affected the academic performance of students in the English department of Nnamdi Azikiwe University while, they disagreed with the item 5. Furthermore, the grand mean and standard deviation are 2.87 and 1.59. This implies that a good number of the respondents believe that the examination anxiety affects academic performance of students in the English department of Nnamdi Azikiwe University.

Research Question Three: In what ways can the various strategies help students reduce examination anxiety and improve their academic performance in the English department of Nnamdi Azikiwe University?

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Table 3: Mean Response on Strategies to Reduce Examination Anxiety and Improve Academic Performance in Students.

S /N	Items	Mean	Std.	Remark
1	Exercise has been shown to benefit mental health, to take your test anxiety out on the gym	1.98	1.84	Disagreed
2.	Proper preparation is one of the best ways to immediately lower anxiety levels.	3.41	1.20	Agreed
3.	Students can achieve an improved learning with moderate caffeine intake which can help increase focus, excess caffeine can heighten test anxiety symptoms	3.65	1.18	Agreed
4	The mental rehearsal can help prepare your mind and body for the test experience.	3.32	1.23	Agreed
.				
	Proper rest is crucial for calming nerves, so do not neglect sleep when preparing for a big test.	3.08	1.34	Agreed
	Grand mean	**3.09**	**1.36**	

Table 3 revealed that respondents in items 2 3, 4 and 5 with mean scores above 2.50 agreed that the various strategies could help students to reduce examination anxiety and improve academic performance in the English department of Nnamdi Azikiwe University; while only the respondents in item 1 with mean scores of 1.89 disagreed. Again, the grand mean and standard deviation are 3.09 and 1.36. The implication is that many of the respondents believe that the various strategies can help students to reduce examination anxiety and improve academic performance in the English department of Nnamdi Azikiwe University.

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Testing of Hypotheses

Hypothesis one: There is no relationship between the causes of examination anxiety and academic performance of students in the English department of Nnamdi Azikiwe University.

Table 4: Pearson Product Moment Correlation Coefficient Statistics

Variable	Mean	SD	R	Decision
Causes of examination anxiety	2.92	1.49	0.81	Sig.
Academic performance of students				

Table 4 showed that since the calculated value of r, 0.81 is more than 0.5, the researcher accepted the alternative hypothesis and rejected the null hypothesis. Which means that, there is a significant relationship between the causes of examination anxiety and academic performance of students in the English department of Nnamdi Azikiwe University as; the r calculated value is above 0.5, showing that there is significant relationship between the two variables under study. Based on this, the researcher, therefore hold that, the causes of examination anxiety (poor preparation of exams) gave rise to poor academic performance of students in the English department of Nnamdi Azikiwe University.

Hypothesis two: Examination anxiety does not affect academic performance of students in the English department of Nnamdi Azikiwe University**.**

Table 5: Pearson Product Moment Correlation Coefficient Statistics

Variable	Mean	SD	R	Decision
Examination anxiety	2.87	1.59.	0.62	Sig.
Academic performance of students				

Table 5 showed that since the calculated value of r, 0.62 is more than 0.5, the researcher accepted the alternative hypothesis and rejected the null hypothesis. Which means that examination anxiety affected academic performance of students in the English department of Nnamdi Azikiwe University as; the r calculated value is above 0.5, showing that there is significant relationship between the two variables under study. Based on this, the researcher therefore holds that, examination anxiety (i.e, feeling nervous, unsettled mind, panic, helpless, etc.) affects the academic performance of students in the English department of Nnamdi Azikiwe University.

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Hypothesis three: The various strategies (taking time to learn the material well, mental rehearsal, etc.) cannot help students reduce examination anxiety and improve their academic performance in the English department of Nnamdi Azikiwe University.

Table 6: Pearson Product Moment Correlation Coefficient Statistics

Variable	Mean	SD	R	Decision
Causes of examination anxiety	3.09	1.36.	0.87	Sig.
Academic performance of students				

Table 6 showed that since the calculated value of r, 0.87 is more than 0.5, the researcher accepted the alternative hypothesis and rejected the null hypothesis. Which means that the various strategies (taking time to learn the material well, mental rehearsal, etc.) could help students reduce examination anxiety and improve their academic performance in the English department of Nnamdi Azikiwe University as; the r calculated value is above 0.5, showing that there is significant relationship between the two variables under study. Based on this, the researcher, therefore hold that the various strategies (taking time to learn the material well, mental rehearsal, etc.) can help to reduce the students' examination anxiety, as well as improve their academic performance in the English department of Nnamdi Azikiwe University.

Discussion of Findings

Table 1 revealed that there was relationship between the causes of examination anxiety and academic performance of students in the department of English in Nnamdi Azikiwe University. This is in tandem with the alternative hypothesis earlier postulated. This finding is in line with that of Ukandu (2021) who posited that common causes of test anxiety include but are not limited to: putting too much emphasis on one test, having a fear of not living up to expectations, being unprepared for a test, believing grades define your worth, needing to pass a class to graduate or advance in your career, feeling you may not be able to finish a timed test, dwelling in past poor test history and experiencing perfectionism. Supporting the findings, Offoma (2019) held that examination anxiety is intensified after a negative exam experience when confidence has been affected.

Table 2 showed that examination anxiety affected academic performance of students in the English department of Nnamdi Azikiwe University. This is in agreement with the alternative hypothesis earlier postulated. The finding is in consonant with the findings of Obioma & Emelie, (2018), who held that emotional effect is the feeling of nervous, unsettled or overwhelmed, panic or experiencing panic attacks, down or helpless, a sense of shame during or after examination. Further assessment by Anzodo (2022) pointed to cognitive effect, as the students' difficulties in concentrating or

paying attention, recalling or processing key information (going blank), racing or disorganized thoughts, irrational or unhelpful thoughts, preoccupation with thoughts of failure or embarrassment, worrying about the time constraints or outcome of exam, comparison to others during testing situation and able to recall exam answers after exam is over.

The findings presented in table 3 indicated that the various strategies can help students to reduce examination anxiety and improve their academic performance in the English department of Nnamdi Azikiwe University. This is in line with the alternative hypothesis earlier postulated. This finding is in conformity with (Ikenga, 2011) who asserted that practice makes perfect, he pointed out that proper preparation is one of the best ways to immediately lower anxiety levels. This finding is supported by Emodi (2009), who advocated that the mental rehearsal can help prepare your mind and body for the test experience.

Conclusion

This work has examined the effects of examination anxiety on the academic performance of students of English department in Nnamdi Azikiwe University, Awka, Anambra State. If you are not typically prone to experiencing exam anxiety, then something specific about this test may be causing excessive concern. Putting extra time into your preparation can help ease your anxiety. People often hesitate to ask for help, but there is nothing wrong with talking to your teacher to understand better what you need to know to prepare for your examination adequately. As you imagine yourself successfully answering questions and completing tasks, you begin to believe in your ability to do so in real life. When you have a clear mental image of what success looks like, you can stay focused on your goals and avoid getting distracted by negative thoughts or anxiety.

Recommendations

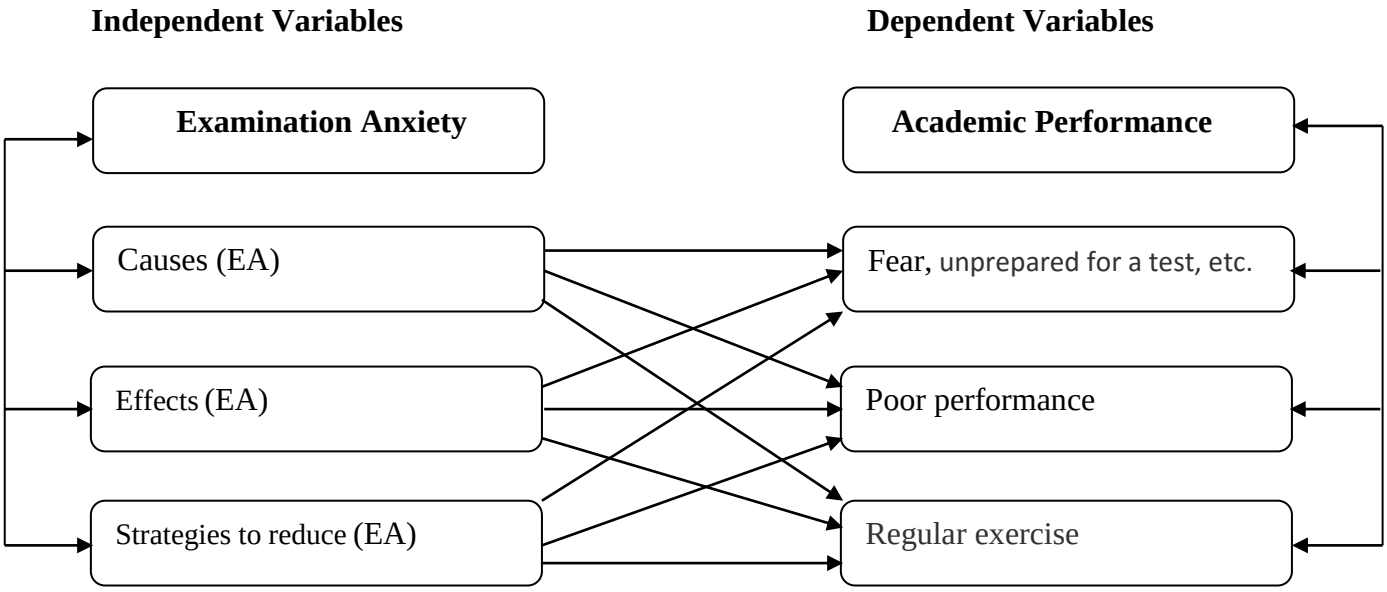
Based on the findings, it was recommended that:

1. Students should be encouraged to avoid the various causes of examination anxiety in order to enhance their academic performance.
2. Students should be made to work on examination anxiety to enhance their academic performance.
3. Department of English should encourage the various strategies available to help students reduce examination anxiety and improve their academic performance.

Contribution to Knowledge

This study has contributed to knowledge by analyzing the fundamental effects of examination anxiety on the academic performance of students covering the causes, effects and various strategies to reduce examination anxiety and improve academic performance of students. This study has contributed to knowledge by focusing on examination anxiety on the academic performance of students. It also used English department in Nnamdi Azikiwe

University a focal point which is a contribution to knowledge. This study has contributed to knowledge by utilizing distinct research methodology from what has not been used by past researches. Here, survey research design was used and data were collected through primary source (questionnaire). The data was analyzed using simple percentage, mean statistics and PMCS. The final contribution to knowledge is presented in the model below:



Source: The Researcher, 2024

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