



## TEACHERS' ATTITUDE AND TEST ANXIETY AMONG GYNECOLOGY STUDENTS IN NNAMDI AZIKIWE UNIVERSITY IN ANAMBRA STATE

<sup>a</sup> Florence Ngozi Ufearo\*; <sup>b</sup>Victor Chidi Nwanguma

<sup>a</sup> Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. <sup>b</sup> Department of Educational Psychology, G & C. Alvan Ikoku Federal University of Education, Owerri.

**Correspondence. Author:** Dr. Florence N. Ufearo

Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka.

E-Mail: [fn.ufearo@unizik.edu.ng](mailto:fn.ufearo@unizik.edu.ng)

Phone: +2347035827934

### ABSTRACT

*This is qualitative research that descriptively discovered the relationship between teachers' attitude and test anxiety among obstetrics and gynecology students in Nnamdi Azikiwe University in Anambra south-east Nigeria. Anxiety disorders are the most prevalent mental disorders experienced by adolescents. As the students spend a significant length of time within a school environment, it is not surprising that teachers' attitude has been linked to students' mental health. Positive teacher-student relationship in primary school children have been found to improve pupil mental health outcome, with supportive teachers' student relationship associated with reduced poorer teachers' student quality. The findings in secondary school are recorded but there are no findings among tertiary school students. However, this study aimed to examine the relationship between teachers' attitude and test anxiety existing in tertiary school among obstetrics and gynecology students. 400 medical students served as the population of the study. Test anxiety inventory (TAI) by Spielberge 1977 was adapted and used for collection of data. The instruments were face and construct validated. Internal consistency co-efficient values of 0.081 and 0.84 were obtained for test anxiety and teachers' attitude scale respectively using Cronbach Alpha statistical method. Data were analyzed using Pearson Product Moment Correlation Coefficient 'r' for ensuring research questions and to test hypothesis at 0.05 level of significance. The findings of this study revealed that teachers' attitude had significantly positive relationship with gynaecology students' test anxiety with no gender variation.*

**Keywords:** Teachers' attitude, Test anxiety, Gynaecology students.

### Introduction

The concept teachers' attitude is involved with an individual's way of thinking, behaving and acting which can indicate individual's like and dislike towards an item, situation, objects, concepts, person or thing. A person's attitude may be positive or negative disposition to respond in a favorably or unfavorably manner with respect to given attitude object. Sarmah and Puvi (2014) termed attitude as psychological orientations developed because of one's experiences, which influences a person's view of situations, objects, events and how to respond to them positively or negatively, favorably or unfavorably. However, teachers' attitude is perceived as



teachers' disposition to respond in favorable or unfavorable manner to the students including their control of the classroom. This signified that teachers' attitude involved teachers' ability and performance in academic work and students' development. Olabukola, (2018) defined teachers' attitude as the characteristics that enable teachers to impact knowledge to their students. He emphasized that through the good attitudes, teachers may successfully deliver their message to the students without problems. However, Melnic and Meister (2018) explained that with poor teachers' attitude, students' motivation for learning cannot be at sufficient level and the desired behaviors from students are marred resulting in poor learning and poor academic achievement. Friendly behaviours manifested by individuals draw people around him or her, thus one may correctly say that a teacher who displays a more welcoming attitude to students will most likely influence the behavior of the students positively.

Gasden et al, (2016) sees teachers' attitude as important components of teachers that may influence students' academic achievement. In the same view, teachers' attitude is referred to as teachers' roles and charisma that affect the students' ability to learn effectively (Nnabukeya, 2017). In education, teachers carry extraordinary crucial roles because they are models with various skills, abilities and with different knowledge and backgrounds. Teaching covers three items to measure including; effective. Cognitive and psychomotor (Omolora & Adebukola, 2015). In their study, af related affection to emotion and posited that it is powerful enough to manipulate one's way of thinking (cognitive) including way of action (psychomotor). However, Omolora and Adebukola (2015) expressed that students' emotion in learning may be influenced by teachers' attitude since the teacher is the central knowledge source in the classroom. Teachers as the performers in front of their students must perform positive attitudes because all eyes of the students are on them and they play like actors/actresses in front of the class therefore everything they do, must represent them well, be imitated and learnt by their students. Positive or friendly teachers' attitudes like; affection, empathy, time effectiveness, reinforcement, solving students' problems, mild disciplines and others should be manifested in the classroom by teachers to establish good relationship between them and their students. A friendly behaviour manifested by an individual draws people around him or her therefore one may correctly say that a teacher who displays more welcoming attitudes to students will attract them to him or herself and most likely influence the students' behaviour positively. Concurrently, Kahveci (2023) confirmed that the relationship between teachers and students are associated with the emotional and behavioral status of the students while carrying out their academic activities invariably, teachers have responsibilities towards their students' academic development. Moreover, there are some good attitude teachers like; knowledge of material, decision making, problem solving ability, self-understanding and self-correction, reflecting, recognizing students and their learning needs, applying new findings in education, teaching and communication ability. They pointed out that the abilities and attitudes that are necessary in order to be a good teacher are also the same factors that define good education. A teacher with his good classroom management and friendly attitude provides his students with opportunity to gain healthy personality therefore teaching had gone beyond giving lectures, organizing exams and awarding grades. One of the most basic principles of teaching is supporting the students and the use of positive expectations to motivate learning. Hence a teacher who realizes that the nature of knowledge and abilities directly affects his or her students and surroundings; takes responsibility for his or her own knowledge and abilities, creates positive relationships with his or her students and can relay these students in most efficient



manner. A teacher should be able to interact with students and display positive attitude such as asking questions, understanding students' thoughts, showing interest and appreciation, then motivation and success (Mucella et al, 2017).

Infuriately, some teachers frequently insult, humiliate or physically harm or abuse their students based on their performance or behavior. Additionally, teachers display an extremely harsh and despotic attitude instead of being patient with the ordinary behaviour of the students, empathizing and directing them, these teachers' attitude make students feel fear and hatred, loose their self-confidence and lose interest in the lesson (Kahveic et al, 2023). Moreover, students often are insulted and humiliated when they fail to succeed in a course or fail to fulfill their course responsibilities, there are also instances in which teachers resort to physical violence when a responsibility related to the lesson is not met, a desired result is not achieved and disciplinary behavior is displayed. Actually, Kahveic et al (2023) reported that using physical and verbal violence, insulting and humiliating approaches, displaying an oppressive attitude are categorized as negative teachers' attitudes which create a negative classroom environment causing students to be afraid of the teacher and move away from the lesson, hence this is in support of skinner's theory which stated that harsh punishment causes more harm than good and converse is the case with teachers who provide loving and fair classroom.

Obviously, no matter how well-intentioned teachers are with applying for authority, using violence and oppressive attitudes makes students feel afraid and anxious. Surprisingly some teachers use threatening attitudes in the classroom which generate frustration and triggers anxiety. The word anxiety is derived from the Latin word 'anxietas' which commonly connotes an expectance varying blend of uncertainty, agitation and dread. Okobia and Oji (2021) perceived anxiety as a psychological and physiological state that encompasses somatic, emotional, cognitive and behavioral dimensions. Shooragi and Maldavi (2021) viewed anxiety as a communal prodigy that creates a worldwide reason for poor theoretical enactment among undergraduates and it is an undesirable and unclear sense, of the most excitable mood and emotional reaction perceived as a general, exhilarating and vague feeling of worriedness with physical symptoms of Dyspnea and tachycardia. Studies like the one done by Asayesh (2018), Yusefzaeh (2019), Arjimandi et al (2019) shown that anxiety disorder is highly prevalent among students. They noted that a normal level of apprehension of anxiety is beneficial in supporting people and motivating them to be more accountable for the task they have to perform during their life time but high level of apprehension hinders students' cerebral and physical wellbeing and it has undesirable influence on their private, societal, professional and scholastic enactment. However, anxiety may be regarded as unavoidable phenomenon of everyone's routine life pointing out that in everyday life people are faced with the challenges of finding a way of achieving stipulated goals which may create room for anxiety, therefore anxiety is not farfetched, but close to people's door on everyday life situations. In relation to students, they are prone to experience anxiety challenges in all academic engagement including tests.

Apparently, at all stages of education, test and examination have been considered an important and powerful tool for decision making in our competitive society, with people of all ages being evaluated with respect to their achievements, skills and abilities. Testing is one of the most acceptable ways to assessing students in school and is part of educational routine. Most times, students are afraid of test which results to test anxiety, which is one of the factors challenging the efficiency of testing. Test anxiety is defined as a mental condition in which people



can become distressed to the point that it can affect how they perform before, after or during a test. Test anxiety is an undesirable reaction towards evaluation, it is psychological condition in which students experience extreme distress and fear in test situations (Alemu & Feyssa 2020). Lina et al (2020) also referred to test anxiety as emotional response that the students present in front of testing situations. The high value assigned to test in education makes it imperative for teachers to help students in finding a way to control high-testing anxiety because it could affect students' academic achievement. Test anxiety could lead to scores that are lower than the optimal scores that students could have achieved and does not give teachers an accurate representation of the students' knowledge (Balawan & Kour, 2022). They demonstrated that test anxiety can have a negative impact on grade point average and that children with high level of test anxiety are likely to drop out of school. However, a student with excessive anxiety may experience great problems during tests and they have difficulties in avoiding distractions and require more time to transfer their attention between tasks, this negatively affects learning, reading, writing and memorizing.

Clearly, Hooda & Sani (2017) explained that test anxiety is the anxiety students exhibit before, during and after testing situations and that the conditions for the arousal of anxiety in the context of testing are similar to those in other contexts which has distinctive triggers and cognitive components, but the tone is the same as anxiety in general. They pointed out perceived threat of test and test-like situations arise from several sources which include task difficulty, the formalities of testing, physical setting for the testing and test's instruments. Balawan and Kour (2022) listed; insufficient study, night study before exams, lack of review or revision of study material, emotional factors and negative irrational thinking about exams as the causes of test anxiety. Possibly the relationship of the teachers' attitude will induce test anxiety on students. In ascertaining the students' academic achievement, testing, quiz, assignment or examination is used to measure the level of achievement, skills and abilities. Testing is part of educational routine, students begin testing in school at a very young age, continue through graduation, are tested throughout college and in most cases must be tested to be qualified in their field of study. However, most times students are afraid of the test which may result to test anxiety. A little bit of nervousness before a test is a good thing because if one does not feel nervous at all, one might not be motivated to do his or her best in order to achieve high level of performance but when it escalated it becomes dangerous. The high value assigned to test in education makes it imperative for teachers to help students in finding a way to control high-testing because it could affect their academic achievement. Test anxiety could lead to scores that are lower than the optimal scores that they could have achieved and may not give teachers an accurate representation of the students' knowledge. Test anxiety can have negative impact on grade point average and the children with high level of test anxiety are more likely to drop out of school. Surprisingly some teachers manifest threatening attitude like giving impromptu tests in order to increase discipline, warnings on high importance of testing, the warning regarding deadlines for resolving tasks and threatening with drastic consequences in the case of test failures are suspected as factors affecting test anxiety therefore the need for finding the correlation existing between teachers attitude and test anxiety becomes imperative especially among gynaecology students in Nnamdi Azikiwe University, Nnewi Campus, Anambra State Nigeria.



**Objectives:** The present study intended to meet the following objectives;

1. To study the relationship between teachers' attitude and test anxiety of gynaecology students in Nnamdi Azikiwe University Nnewi Campus.
2. To explore relationship between teachers' attitude and test anxiety among male gynaecology students in Nnamdi Azikiwe University Nnewi Campus.
3. To find the relationship between teachers' attitude and test anxiety among female gynaecology students in Nnamdi Azikiwe University Nnewi Campus.

**Research Questions:** The following research questions guided the study;

1. What is the relationship between teachers' attitude and test anxiety among gynaecology students in Nnamdi Azikiwe University Nnewi Campus Anambra State.
2. What is the relationship between teachers' attitude and test anxiety among male gynaecology students in Nnamdi Azikiwe University.
3. What is the relationship between teachers' attitude and test anxiety among female gynaecology students in Nnamdi Azikiwe University.

**Hypotheses:** The following hypothesis are formulated in null form in tune with the objectives of the present study.

HO1: There is no significant relationship between teachers' attitude and test anxiety among gynaecology students in Nnamdi Azikiwe University Nnewi Campus, Anambra State Nigeria.

HO2: There is no significant relationship between teachers' attitude and test anxiety among male gynaecology students in Nnamdi Azikiwe University Nnewi Campus.

HO3: There is no significant relationship between teachers' attitude and test anxiety among female gynaecology students in Nnamdi Azikiwe University Nnewi Campus.

### **Methodology:**

A cross-correlation research was adopted for the study. The study was carried out among gynaecology students in Nnamdi Azikiwe University Nnewi Campus Anambra State Nigeria. The population consisted of two hundred Medicine and Surgery students in their five hundred level, data collected from the office of the head of department of Obstetrics and gynaecology, Nnamdi Azikiwe University. The two hundred students were all involved in the study.

The instrument used for the data collection was two different questionnaires (questionnaire A & B). Questionnaire A was titled teachers attitude inventory (TAI), contained twenty items developed by researchers. Questionnaire B was titled test anxiety among medicine and surgery students (TAI) adopted from Spielberger (1977). Both questionnaires collected information on teachers attitude and students' test anxiety as the case may be with response format of four point scale; almost always, moderately always, somewhat always, and almost never. Three experts in the test construction validated the instruments and reliability of the instruments were determined using Cronbach alpha method. Teachers' attitude inventory (TAI) had reliability coefficient (r) of 0.812 and test anxiety inventory (TAI) had reliability coefficient (r) of 0.848. The research questions were answered using Pearson Product Moment Correlation. Copies of questionnaires were distributed to participants for the study with the help of their course reps who was briefed. All the questionnaires were collected back, Data analysis was done using the statistical package for social science (SPSS) version 21.



**Result:**

**Table 1: The relationship between teachers’ attitude and test anxiety of gynaecology students in Nnamdi Azikiwe University, Anambra State.**

		Test Anxiety	Teacher's Attitude
Test Anxiety	Pearson Correlation	1	.497**
	Sig. (2-tailed)		.000
	N	200	200
Teacher's Attitude	Pearson Correlation	.497**	1
	Sig. (2-tailed)	.000	
	N	200	200

\*\*r (0.497) = Positive relationship.

Table 1 showed that teachers’ attitude had positive correlation with test anxiety of gynaecology students in Nnamdi Azikiwe University Awka in Anambra State. This indicates that as teachers’ attitude is rising then test anxiety of gynaecology students will also be rising.

**Table 2: The relationship between teachers’ attitude and test anxiety of male gynaecology students in Nnamdi Azikiwe University, Anambra State.**

		Test Anxiety	Teacher's Attitude
Test Anxiety	Pearson Correlation	1	.497**
	Sig. (2-tailed)		.000
	N	200	200
Teacher's Attitude	Pearson Correlation	.497**	1
	Sig. (2-tailed)	.000	
	N	200	200

\*\*r (0.497) = Positive relationship.

Result presented in table 2 showed that there is positive relationship between teachers’ attitude and test anxiety of male gynaecology student of Nnamdi Azikiwe University, indicating that teachers’ attitude increases test anxiety of male students in the studied population.

**Table 3: The relationship between teachers’ attitude and test anxiety of female gynaecology students in Nnamdi Azikiwe University, Anambra State.**

		Test Anxiety	Teacher's Attitude
Test Anxiety	Pearson Correlation	1	.497**
	Sig. (2-tailed)		.000
	N	200	200
Teacher's Attitude	Pearson Correlation	.497**	1
	Sig. (2-tailed)	.000	
	N	200	200



Sig. (2-tailed)	.607	.000
N	200	200

\*\*r (0.497) = Positive relationship.

Result presented in table 3 showed that there is positive relationship (r=0.497) between teachers' attitude and test anxiety among gynaecology students in Nnamdi Azikiwe University, exposing that teachers' attitude increases test anxiety among the class of students in the study.

### Discussion

It was shown clearly in table 1, that teachers' attitude had positive significant relationship with test anxiety of gynaecology students in Nnamdi Azikiwe University. Therefore, HO1 is rejected. The positive correlation indicated that as the level of teachers' attitude increased, the level of test anxiety also increased. The above information in table 1 above connate that positive or friendly attitudes like; love, affection, empathy, time effectiveness, good reinforcement, solving students' problems, mild discipline, care and others when manifested in the classroom by teachers will increase confidence, courage, hard work and increase in academic output which will reduce test anxiety. Contrarily, negative or unfriendly attitudes like; threat, snaps barks sarcastic words, discrimination, injustice and others when exhibited by teachers may instill fear, tension, phobia frustration and others to the students thereby raising their anxiety. The finding was in consonance with the Big Five Personality theory of Fiske (1949) which explained that one who has low agreeable as his or her personality, may be callous, blunt, rude, ill-tempered, antagonistic and sarcastic in his attitude towards students during tests. However, a teacher who portrays any of these attitudes on students during tests may induce test anxiety on them. so as the above attitudes increased in teachers, then the students' test anxiety will also increase.

Moreover, the Big five Personality theory by Fiske (1949) explained that some people are neurotic in nature and therefore are high in neuroticism which make them prone to anxiety. However, a student with neurotic personality will easily increase in test anxiety as threatening attitude in teacher increases, which can result to poor academic achievement among the students. Actually, in our recent publication (Ufearo et al 2025) on correlation between teachers' attitude and academic achievement of medical students, it was revealed that teachers' attitude had negative relationship with academic achievement; that is, that as teachers' attitude increase, academic achievement of students are bound to decrease. The study is in consonance with the study of Flores, 2021 who found out that teachers' shown with negative behavioural and instructional attitude have a major role in increasing students' anxiety.

It is important to note that gender did not show any difference in the relationship between teachers' attitude and test anxiety among gynaecology students in Nnamdi Azikiwe University in Anambra State. Table 2 and Table 3 recorded the relationship across gender and positive significant relationship was observed. Based on the findings recorded on table 2 and 3, it was ascertained that that students in gynecology in Nnamdi Azikiwe University Awka, Anambra State agreed that there was positive significant relationship between teachers' attitude and test anxiety among them. One may interpret it that the teachers were not discriminating in their attitude towards the students. Further, the result can be ascribed to have revealed existence of equal perception of teachers' attitude and anxiety across gender among the respondents because the respondents admitted that teachers' attitude had positive relationship with test anxiety. Therefore



there was no interference considering gender on the relationship between teachers' attitude and test anxiety among the respondents. Interestingly this result aligned with the finding of Oladipo and Ogbotosho (2015) whom carried research on gender difference on reading habits and academic achievement of undergraduate medicine and surgery students in university of Ibadan, Nigeria. They found out that there was positive relationship between gender and academic achievement of the students. The present study did not align with the study of (Salar et al 2016) who recorded that teachers' attitude buffered the relationship between maladaptive perfectionism and anxiety in only boys. In other words, for boys that were more likely to be driven by a fear of failure or disappointing others, higher teacher support was able to lower their levels of test anxiety. The difference between the present study and revised study may be possibly because of difference in location and population.

Apparently, the result of this study agreed with the question that initiated this study; why did students manifest aggression towards their teachers during their medical examinations? In conjunction with the above question, the question in the article; "Are medical students mentored or bullied in our medical schools" Written by a Nigerian trained medical doctor, (Who later relocated and practiced outside the country) were all pointing at teachers' attitude.

### **Conclusion and Recommendation:**

The study had disclosed that the attitudes of teachers were positively and significantly related to the test anxiety of Obstetrics and gynaecology students in Nnamdi Azikiwe University. This connotes that irrespective of the capability of the students, if teachers display negative attitude towards the students during test, the students may not develop confidence towards the test and therefore bound to manifest anxiety during the test and vice versa. The positive attitude of teachers to the students, the positive the students apprehension of test and the lesser their test anxiety. However teachers are indeed major determinants of students' test anxiety. The exhibited attitudes of teachers take a large sector in the rise of students' fear and apprehension in test taking. The positive significant result portrayed that teachers' attitudes played a central role in students' test anxiety. Therefore teachers can positively influence students test anxiety by demonstrating positive attitude towards students, especially during tests. Approaches of some teachers; humiliating attitude towards students, physical interventions and excessively repressive attitude negatively affected students' performance in the class, compliance with class rules and respect for teachers. Therefore teachers should maintain balance between being soft and harsh, they should praise students' efforts and achievements as well as punishing them for educational purposes only after the anger has subsided. Oppressive attitude and violence of teachers make students feel afraid and anxious, ashamed and sometimes pushed into lying. Hence when these teachers' attitude occur during test they may result to test anxiety among students.

During test student should learn to be confident, courageous, emotionally stable and less anxious particularly in school- related matters. This will enable them undertake their challenges including assignment and examination without much anxiety. There should be seminars and workshops organized on teachers' attitude for teachers in tertiary institutions in order to expose them to the necessary attributes of teachers in good classroom management.



### **Educational Implication of the Study:**

The findings indicated that there was positive significant relationship between teachers' attitude and test anxiety among gynecology students in Nnamdi Azikiwe University Awka, Anambra State. The relationship cut across the gender, that is, gender did not show any difference. This is of advantage to the teachers because it shows that any attitude they manifest will have the same influence on both male and female students. Therefore teachers are advised to adopt positive, friendly and favorable attitudes so as to motivate students and create conducive classroom for learning to enable students to overcome test anxiety.

### **REFERENCES**

- Alemu, B. M., & Feyssa, T. (2020). The relationship between test anxiety and academic achievement of grade ten students of Shirka Woreda, Oromia Regional State, Ethiopia. *African Educational Research Journal*, 8(13), 540-550.
- Arjimandi, E., Horri, F., & Navaei, P. (2019). Comparison of depression and anxiety disorder among native and non-native students of Islamic Azad University of Medical Science in Tehram. *Canon Journal of Medicine*, 1(1), 21-26.
- Asayesh, H., Hosseini, M. A., Sharififard, F., & Tahari, K. (2018). The relationship between self-efficacy and test anxiety among the paramedical students of Oom University of Medical Sciences. *Journal of Advances in Medical Education*, 1(3), 14-21.
- Balwan, W.K., & Kour, S. (2022). Text anxiety research: twenty first century in retrospect. *Journal of advances in education and philosophy*, 6(5), 306-310.
- Fiske, D.W. (1949). Consistency of the factorial structures of personality ratings from different sources. *The Journal of Abnormal and Social Psychology*, 44 (3), 329-344.
- Flores, M. A (2021). The attitudes of teacher and their influence on learning, Attitude and Personal Growth. *Educational*, 34 (1): 47-84.
- Hooda, M. & Saini, A. (2017). Academic anxiety: an overview educational quest. *International Journal of Education and Applied social science*, 8(3), 807-810.
- Kahveci, H (2023). The positive and negative effects of teacher attitudes and behaviours on student progress. *Journal of Pedagogical Research*, 7(1), 290-306.
- Melnick, S. A., & Meister, D. G. (2018). A comparison of beginning and experienced teachers concerns. *Educational Research Quarterly*, 31(3), 39-56.
- Nabukenya, M. (2017). *Influence of teacher's professionalism on teacher achievement in BusiroCouny secondary schools, Wakiso District* [Unpublished master's thesis]. Makere University.
- Okobia, D.O. & Oji, J.O. (2021). Test anxiety and academic achievement among undergraduate students in College of Education, Agbor, Delta State, Nigeria. *International Journal of Innovative Research & Development*, 10 (11), 172-178.
- Oladipo, D. A., & Ogbotosho, N. (2015). Influence of gender difference on reading habits and academic achievement of undergraduate medical students in University of



- Ibadan, Nigeria. *Library Philosophy and Practice*, 12(2), 342-254. <http://digitalcommons.unl.sedu/libphilprac/1338>.
- Olabukola, J.O (2018). Teachers' professional attitude and students' academic performance in secondary schools in Ilorin, Kwara State. [Ojo.ojo@unilorin.edu.ng](mailto:Ojo.ojo@unilorin.edu.ng).
- Omolara, S.R., & Adebukola, O.R. (2015). Teacher's Attitudes: A great influence on teaching and learning of Social Studies. *Journal of Law, Policy and Globalization*, 4(2), 131-137.
- Salar, A.R., Baghaei, R., Zare, S., & Salar, E. (2016). The survey of the self-efficacy among Urmia Medical Sciences University students in 2016. *International Journal of Medical Research and Health Sciences* 5(9), 591-595.
- Sarmah A., & Puri,P. (2014). Attitude towards mathematics of the students studying in diploma engineering institute (polytechnic) of Sikin. *IOSR Journal of Research and Method in Education*, 4(6), 6-10.
- Shooraji, M., & Malidavi, S.A. (2021). A review on the effect of anxiety on academic performance in medical and paramedical students. *Tabari Biomedical Studies and Research Journal*, 3(3), 38-44.
- Spielberger, C. O (1977). *State-trait anxiety inventory for adults: Self-evaluation Questionnaire*. Mind Garden, Inc.
- Ufearo, F.N., Eleje, L.I., Eleje, G.U., Ufearo, C.S., Obikeze, J.N., Ejide, B., Anierobi, E.I (2025). *International Journal of Research Publication and Reviews*. 6 (5), 12965-12969.
- Yusefzadeh, H., Iranagh, J.A., & Nalilou, B. (2019). The effect of study preparation on test anxiety and performance: A quasi-experimental study. *Advances in Medical Education and Practice*, 10(3), 245-255.