INFLUENCE OF ACADEMIC SELF-CONFIDENCE, TEACHERS' AND STUDENTS' SUPPORT ON TEST ANXIETY AMONG UNDERGRADUATES IN FEDERAL UNIVERSITY OYE EKITI.

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CERTIFICATION

This is to certify that this project work was carried out by **ADEWALE OMOTOLA PETER (Matric no: PSY/ 12/ 0680)** in the Department of Psychology, Faculty of Social Sciences, Federal University Oye Ekiti.

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DEDICATION

This work was dedicated to the Almighty God, who made it possible for me to complete this project work in my life.

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To God Be the Glory. Amen.

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ABSTRACT

Fear of test and examination appears to be order of the day among most Nigerian undergraduate these days. The study investigated the influence of academic self- confidence, perceived teachers' and students' supports on test anxiety among undergraduates. Ex-post facto research design was used in the study. Accidental sampling method was used to collect data 206 students of the two campuses in Federal University Oye-Ekiti. The questionnaire used comprised of demographic information of respondent and reliable scales measuring Test anxiety, Teachers' support, Students' support and Academic self-confidence. The four hypotheses stated were tested with t-test for the independent samples. Results showed that academic self-confidence has significant influence on test anxiety at ($t = -3.35$; $df = 204$; $p<.05$). Teachers' support has no significant influence on test anxiety ($t = -3.35$; $df = 204$; $p>.05$). Students' support has no significant influence on test anxiety ($t = .081$; $df = 204$; $p >.05$). Gender has no significant influence on test anxiety ($t = 1.13$; $df = 204$, $p >.05$). It is concluded that undergraduates need to believe in their academic abilities in order to experience less anxiety towards test or examinations. Based on this study, many students want to be taught, but they do not want to be tested or examined.

These findings were discussed in line with previous studies; and recommendations were made.

Keywords: Test anxiety, academic self-confidence, teachers' support, students' support, undergraduates

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

An excessive amount of uneasiness around a test is ordinarily known as test anxiety or tension. It is superbly characteristic to feel some anxiety or uneasiness when get things ready for test or during test taking. Test anxiety is truly regular among understudies. It is typical to feel some level of tension or anxiety with respect to forthcoming exams or test. Test anxiety has been defined as a kind of performance anxiety-a feeling somebody may have towards an impending testing situation in which performance is crucial to the person (Aderson, 2002). A person may also experience performance anxiety in a situation when he or she is to go for the school play, present a research proposal before a panel or attend a job interview. Each of these situations engenders condition of tension and panic.

Test anxiety is a moderately stable attribute. Occasional tests and examinations at all phases of education have forming a necessary part of evaluating students in our competitive education system. Austin, Patridge, Bitner and Wadlingto (1995), were of the opinion that test anxiety is a sustainable feeling of tension and lack of self-regulation of ones conduct as a result of an impending examination taking by the test anxious individuals. According to them, in some instances such un-usual fear and panic interfere negatively with the candidates' ability to face the examinations. They also point to the stress and impatient that characterized candidate's behaviours ahead of the proposed test date. Such behaviours have been known to hinder or prevent the ability to the affected individual to prepare for such test.

Students or understudies are subjected to a wide assortment of testing circumstances, for example, school examinations, insight tests and selection tests. Test and examination anxiety is

thought to keep a few people from achieving their scholarly potential. It has been found that understudies reliably see examination or test as a wellspring of expansion in tension and a circumstance with obnoxious instability/shamefulness in giving them a chance to show their actual accomplishments. What is test anxiety?, test tension is "the arrangement of phenomenological, mental, and behavioral reactions that go with worry about conceivable negative results or disappointment on an examination or comparative evaluative circumstances" (Chapell, Blanding, Takahashi, Silverstein , Newman, Gubi, & McCann, 2005).

Sansgiry and Sail (2006) characterized test tension as the "response to boosts that are connected with an individual's ordeal of testing or evaluative circumstances". Kirkland and Hollandsworth (1980) characterize test nervousness as "a star grouping of practices that have a debilitate impact on scholastic execution". Along these lines, test nervousness might be characterized as the inefficient clear and secretive practices that go with test taking and test arrangement. However, on the off chance that you routinely turn out to be unnecessarily anxious before and amid an essential examination, you may have test tension. Test tension carries manifestations that regularly meddle with test execution and cause critical inconvenience and this can be high or low test anxiety (i.e. participant with high anxiety on test or examination will have low academic self- confidence). Thus, a student that has high score on test anxiety will have low academic self- confidence and such a student will also have low teachers' and students' support (i.e. the way teacher or lecturer will support those who have high academic self-confidence and low test anxiety will be quite different from those that have low academic self-confidence and high test anxiety).

High test-on edge understudies are described by a low reaction edge to tension in evaluative circumstances (Zeidner, 1998). Understudies tend to see evaluative and testing

circumstances as expressly debilitating (Zeidner, 1998). This model recommends that diversions from the current workload lead to test uneasiness. As indicated by Birjandi and Alemi (2010), there are two sorts of diversions: wrong perceptions and physical diversions. In any case, high test-restless understudies may turn out to be excessively self-centered amid a testing circumstance (Zeidner, 1998). Considering, for instance, that "others are completing before me; I should not know the material" (Birjandi and Alemi, 2010). This amazing self-concentrate probably meddles with execution by diverting the understudy from the evaluative current workload (Zeidner, 1998). Along these lines, a man may know the material secured on the test, however rationally "not able to act typically" amid the examination and they cannot review any data they require.

Physical diversions incorporate expanded autonomic movement (e.g. sweat-soaked palms and muscle strain; Birjandi & Alemi, 2010, p 47). Some exploration proposes that the execution of a high test-on edge understudy is weakened by negative self-evaluative proclamations and undertaking unessential contemplations that meddle with the capacity to review assignment significant data (Dendato & Diener, 1986; Smith, Arnkoff, & Wright, 1990). Nervousness is a fundamental human feeling comprising of trepidation and instability that commonly shows up when an individual sees an occasion just like a danger to the sense of self or self-regard (Sarason, 1988), for example, maintaining a strategic distance from unsafe circumstances, uneasiness can be useful. However when taken to extremes, it might deliver outlandish results. A standout amongst the most debilitating occasions that cause nervousness in understudies today is trying. At the point when understudies build up an amazing apprehension of performing ineffectively on an examination, they encounter test tension. Test nervousness is a central point adding to an assortment of negative results including mental misery, scholastic underachievement, scholarly

disappointment, and unreliability (Hembree, 1988). Numerous understudies have the subjective capacity to do well on examination however may not do as such on account of elevated amounts of test nervousness. On account of the societal accentuation set on testing, this could possibly restrain their instructive and professional open doors (Zeidner, 1990). Moreover, they will probably overemphasize the potential negative results and feel vulnerable when in testing circumstances (Zeidner, 1998).

A few understudies may feel the need to answer each inquiry on the test accurately. When this does not happen they may consider themselves being incompetent, consequently feeling negative musings or mentally focus, for example, "I knew I was not going to breeze through this test," "I know I am going to make a terrible score," or "Everybody knows I am not keen." all together for understudies to have the best open door for scholarly achievement, negative speculation must be minimized and controlled. From the full of feeling point of view, test tension causes a few understudies to encounter physiological responses, for example, expanded heart rate, feeling disgusted, incessant pee, expanded sweat, icy hands, dry mouth, and muscle fits (Zeidner, 1998). These responses might be available some time recently, amid, and even after the test is finished. In conjunction with the physiological responses, feelings, for example, stress, trepidation of disappointment, and frenzy might be available. At the point when understudies are not ready to control their feelings, they may encounter more elevated amounts of anxiety, along these lines making it more troublesome for them to think. Test-on edge understudies express nervousness behaviorally by lingering and having wasteful study and test-taking abilities. Zeidner (1998) fights that test-on edge understudies have more troublesome time translating data and sorting out it into bigger examples of significance. What's more, a few

understudies may physically feel drained or depleted amid test organization since they don't have a solid eating routine, have poor resting propensities, and neglect to routinely work out.

Academic self- confidence refers to a person's understanding about his/ her own academic abilities and the perception of other about this understanding. Thus, self-confidence is an individual's trademark (a self-build) which empowers a man to have a positive or practical perspective of themselves or circumstances that they are in (Sieler, 1998). Additionally, self-assurance refers to a man's desire of his or her capacity to accomplish an objective in a given circumstance and is an exceptionally compelling variable in guaranteeing a man's potential is acknowledged (Stevens, 2005). At the end of the day, a man with a high self-assurance has a reasonable perspective of themselves and their ability which makes them perseverance in their tries. This can be high or low. However, Self-confidence is considered a standout amongst the most persuasive helpers and controllers of conduct in individuals' ordinary lives (Bandura, 1986). A developing group of confirmation recommends that one's view of capacity or fearlessness is the focal interceding build of accomplishment strivings (Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984). Therefore, people with high academic self-confidence have low test anxiety and people with low academic self-confidence have high test anxiety. Hence, for an individual to overcome test anxiety, he/she must have high self-confidence in him/herself. So anxiety arises when student does not have self-confidence of what they are doing or when they are written examination or test.

In other words, teachers' support and students' support is a process of helping and or giving a student academic tutelage, counseling and advising student in other to perform well during test or examination and overcome test anxiety. However, educators ought to wind up mindful of understudies' formative levels and the weight they might put on understudies

preceding test organization. Show understudies effective test-taking procedures that incorporate comprehension test time restrains, the significance of pacing, and the distinctive sort of test organizations (e.g. various decision, exposition, and fill in the clear). Think about planning as some classroom tests utilizing the state sanctioned test design amid the school year. Help understudies comprehend test roofs and give data on regardless of whether they will be punished for inaccurate reactions. On the off chance that focuses are deducted for off base reactions understudies ought to be educated to leave things clear (Sycamore & Corey, 1990). Address test uneasiness in class by investigating understudies' worries and, if fundamental, meet with the school instructor and guardians of distinguished understudies to defy this issue. The study investigated influence of academic self-confidence, perceived teachers' support and students' supports on test anxiety among undergraduates of Federal University Oye-Ekiti, Ekiti state, Nigeria.

1.2. Statement of Problem

Research literature on test anxiety in Nigeria is scanty because most of the reports centre upon foreign students only. However, Denga (1982) indicated the existence of test anxiety in northern Nigeria. Abone (1986) and Arnajiriownu (1982) reported that test anxiety exist among students in Imo State. Kalu (1987) investigated and revealed that test anxiety exists among Nigeria undergraduate students and that no significant different exists between the mean scores of the male and female students but Engbreton and O'Brien (1988), indicated that test anxiety was higher for females than for the males. So, test anxiety for both gender are inconclusive.

The previous studies were carried out in the northern part of the country (Nigeria). Therefore, there is a need for the present study to undertake an empirical investigation of test anxiety levels among students in Federal University Oye Ekiti. Also, Sarason (1980), study investigated the

relationship between test anxiety and class level. After the correlational analysis, it was found that test anxiety decreases with increased number of years in the school. Contrary to the above findings, Cherkes-Julkowski, Groebel and Kuffer (1982) reported that there is a general increase of test anxiety for students of upper academic class. Therefore, test anxiety investigated as a contributing factor in academic self-confidence among undergraduate student or institutions.

With the current and rising concern about the quality of public education and our increasing reliance on test scores to measure academic self-confidence there is a growing number of students who experience test anxiety. Also, with increased "expectations regarding the complexity of work to be mastered at earlier developmental age'' (Turner et al., 1993) test – anxious students feel overwhelmed and they self-doubt their abilities to perform. Students with high test anxiety feel tense, fearful and worried in evaluative situations; they perceive testing situations as threatening. Students who experience test anxiety display lower self-confidence and negative self-concept. Often feelings of helplessness and uncertainty prevail during testing situations. Therefore, in this research, researcher will investigate the influence of academic self-confidence and teachers' support and students' support on test anxiety.

At the study, the following research questions would be provided with answers:

1. Does academic self-confidence influence test anxiety among undergraduates of Federal University Oye-Ekiti?

2. Does teachers' support influence test anxiety among undergraduates of Federal University Oye-Ekiti?

3. Does students' support influence test anxiety among undergraduates of Federal University Oye-Ekiti?

4. Is there a gender difference in test anxiety among undergraduates of Federal University Oye-Ekiti?

1.3 Purpose of Study

The purpose of this study is to examine the influence of academic self-confidence and teachers' and students' support on test anxiety among undergraduate of Federal University Oye-Ekiti. The specific objectives include:

1. To examine if academic self-confidence will influence test anxiety among undergraduates of Federal University Oye-Ekiti.

2. To examine if teachers' support influence test anxiety among undergraduates of Federal University Oye-Ekiti.

3. To examine if students' support influence test anxiety among undergraduates of Federal University Oye-Ekiti.

4. To examine gender difference in test anxiety among undergraduates of Federal University Oye-Ekiti.

1.4 Relevance of Study

One of the most essential aspects of education is the assessment of learning outcomes among students. Assessment is expected to provide accurate and reliable evidence of what students have learned or that have not learned. In the school environment, it is the case that each time an assessment test is scheduled for students, majority of student exhibit anxiety reaction to school proposed test. In the context of such an environment therefore, it is important to build up information on the nature and scope of assessment induced anxiety so as to build up a body of

knowledge on students' anxiety towards assessment and the impact it has on their academic achievement. This therefore, is considered theoretically significant because its findings will add to existing body of knowledge on the whole issue for the influence of self-confidence, teachers' and students' support on test anxiety among undergraduate student. This study is considered to be of practical significance in the sense that its findings will provide bases for solving problems of test anxiety among undergraduate students. For instance, the findings of this study would yield useful data which can be used to draw the attention of the negative consequences of uncontrolled test anxiety among students.

This study is considered to be of practical significance with regard to the self-confidence, teachers and students support preparedness to help their test anxious students overcome test anxiety behaviours. It is expected that by being aware of these test anxiety behaviours among their students, they should be in a position to help those students who exhibit such behaviours. For instance, teacher can adopt alternative method of assessing students on both subjects.(i.e by giving them impromptu test after each lecture everyday). Such method as the use of continuous assessment in evaluating the students learning out comes. Hence, the problem among students with high and low test anxiety will be eliminated by using this method. Equally, this study will become first- hand information to subsequent researchers who may wish to find out how to control the high and low anxiety levels among the students.

This study will add to the existing literature on undergraduate students' test anxiety. The study would find out the extent to which test anxiety could be explained by teachers' and students' support. It would also give us an explanation of academic self-confidence could predict test anxiety. Finally, the study would portrait whether academic self-confidence and teachers' support will have interaction influence on test anxiety among undergraduate students of Federal

University Oye Ekiti. And this research will be beneficial not to my participant alone but to the whole world at large. They would understand how academic self-confidence, teachers' and students' support influence test anxiety. It would also limit the act of anxious if those independent variables are given concern.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Background

2.1.1 Theory of Test Anxiety

Anxiety is characterized as the "mental component whereby the present strengthening of an unsafe drive results in the elicitation of guards." Mandler & Sarason (1952), created tension hypothesis that, nervousness present in testing circumstances is a vital determinate of test execution. People that turn out to be exceedingly on edge amid tests normally perform more inadequately on tests than low-test on edge persons, particularly when tests are given under unpleasant evaluative conditions, for example, a post-auxiliary examination. The sentiments of absent mindedness, or drawing a "clear" are created in view of uneasiness delivered impedance between applicable reactions and insignificant reactions produced from the individual's on edge state. The distinction in execution of a high-on edge test taker contrasted with a low-restless test taker is to a great extent because of the distinction in their capacity to concentrate on the assignments required. A low-on edge test taker can center more prominent consideration on the assignments required of them while taking the test, while a high-restless test taker is centered around their inner self, and the uneasiness they are feeling. On edge test takers don't perform enough on the test as their consideration is partitioned amongst themselves and the test. In this way, understudies with high test uneasiness can't center their full consideration on the test. Besides, uneasiness is evoked when an understudy trusts that the evaluative circumstance, for example, an appraisal, surpasses his or her savvy person, motivational, and social abilities.

Analysts Liebert and Morris (1967) examined the structure of test nervousness given on two unmistakable components: Cognitive Test Anxiety and Emotionality.

Emotionality implies that the individual shows elevated amounts of a few unique side effects identified with test tension that can be seen through physiological reactions experienced amid circumstances where they are being assessed, for example, an exam. A portion of the physiological indications include: expanded galvanic skin reaction and heart rate, unsteadiness, sickness, or sentiments of frenzy. There is proof that emotionality is a particular piece of test tension; in any case, it can be seen that when an individual shows high emotionality it implies that it is for the most part connected with declining execution, however just when the individual is likewise encountering abnormal amounts of stress.

The other variable specified is Cognitive Test Anxiety, otherwise called stress. It is for the most part made out of the individual's subjective responses to circumstances where they are being assessed, in the times before, amid, and after those errands. A portion of the contemplations that people with high subjective test nervousness are continually managing are contrasting self-execution with companions, considering the outcomes of disappointment, low levels of trust in execution, exorbitant stress over evaluations, feeling that they are caught off guard for tests, and loss of self-esteem. Analysts Putwain, Woods and Symes (2010), found that a low scholarly self-idea was connected with higher stress and pressure over their capacities to do well on a test. An understudy's metacognitive convictions assume a critical part in the upkeep of negative self-convictions.

Anxiety responses can be summed up from past encounters to testing circumstances. Sentiments of deficiency, vulnerability, foresights of discipline or loss of status and regard show tension reactions. Also, the nearness of a crowd of people can incapacitate the execution of high

restless test takers and expansion the execution of low on edge test takers. Strangely, persons who score high on nervousness scales have a tendency to depict themselves in adverse, self-degrading terms. Profoundly restless test takers additionally point the finger at themselves for their disappointment essentially more than low on edge test takers.

Some of the theories of anxiety to be reviewed in this study include the following:

1 Freud's Theory of Anxiety.

2 Erickson's Theory of Anxiety

3 Maslow's Theory of Anxiety.

2.1.2. Freud's Theory of Anxiety.

Sigmund Freud, the father of psychoanalysis proposed several theories that could be used to explain anxiety. He was among the first who attempted to explain the meaning of fear or anxiety within the concept of psychological theory (1933/1936). He explained systematically the development of phobia or anxiety behaviour because of his concern with people suffering-from psychopathology. Many psychological test experts on anxiety based certain assumptions that guided their constructed instrument or scale from his theory. He therefore, defined anxiety as something felt-an annoying full of feeling passionate state or condition that was described by subjective sentiments of crabbiness, interminable dread and all that is secured by the expression of anxiety and by essentially the psychological and behavioral manifestation that Darwin attributed to fear.

In his early theoretical formulation, Freud (1933) initially viewed anxiety as resulting from the discharge of repressed sexual energy called libido. To him, when libidinal energy is blocked from normal expression, it accumulates and is automatically transformed into anxiety. That is,

Freud viewed anxiety as a consequence and direct manifestation of unemployed libido. In other words, when the sexual instincts are not allowed to express themselves directly, their energy is diverted and converted into anxiety. He later modified this view to formulate the Danger Signal Theory of Anxiety.

This is in favour of a more general conception of anxiety as a signal indicating the presence of danger which serves to warn the individual that some form of adjustment is needed. That is, in his danger signal theory, Freud (1936) saw anxiety as having some form of adaptive utility in motivating behaviour that enables the individual to avoid danger.

In a nutshell, Freud warns that the self is relatively fragile and must be protected from excessive danger. Still in the context of his danger signal theory, he differentiated between objective and neurotic anxiety. He states two sources of danger as follows:

i. The external word and

ii. Internal impulses.

I **The External Word:-** Freud (1936) states that when the source of danger was in the external world, it gives rise to objective anxiety reaction but when the source is from the individuals own repressed impulse or instincts, it generates neurotic anxiety.

To him, objective anxiety is an internal emotional reaction to anticipated real external danger or threat or harm. Thus, whenever a real danger in the external environment is perceived as threatening, this results in objective anxiety reactions.

Freud's conception of objective anxiety is that the intensity of the emotional reaction is proportional to the magnitude of the perceived external danger or threat. He states that objective anxiety reactions are experienced by the individual as unpleasant and the emotional reactions initiate mental activities in the form of the thoughts and coping behaviours that attempt to reduce

the unpleasantness, by banishing from the awareness of the individual all the thoughts or memories associated with the unpleasant emotional reactions - this is his theoretical account of the development of neurotic anxiety. This reduction or coping behaviour according to him is an act of repression of internal impulses. Consequently, the repression system may break down and this leads to the perception of threat or danger.

Internal Impulses:- Internal repressed impulses-thus a neurotic anxiety which is objectless because the source of the danger is not recognized now results. Neurotic anxiety is characterized by high intensity of emotional state that would be unwarranted from the real or objective danger that evokes the reaction.

Freud further proposed that anxiety may be produced by conflicts between the Id, ego and Superego. According to him, a child in store for example, whose parents said that they will not buy a much desired toy may suffer anxiety in the struggle between the desire to steal the toy and awareness that is wrong to take things without paying for them.

Finally, Freud (1936) asserted that any form of anxiety has two basic components which include physiological and emotional.

Physiological symptoms of any anxiety include changes in heart-rate beat, sweating, trembling, restlessness and accelerated breathing.

Emotional symptoms include - cognitions and expectations about self and others, apprehension, tense and troubled emotional feelings.

Implications of Test Anxiety

Since Freud (1936), defined objective anxiety as an internal emotional reaction to anticipated real external danger or threat in the environment, test anxiety could this be viewed as an internal emotional response or reaction to the threat of test stimulus. Since tests or

examinations are real perceivable objects in the external environment, test anxiety is thus an objective anxiety and not neurotic anxiety.

According to him, he explained systematically the development of phobia or anxiety behaviour because of his concern with people suffering-from psychopathology. Also individual suffering from anxiety when there is less libidinal energy tend to perform low in academic performance.

2.1.3. Erickson's Theory of Anxiety

Erick Erickson (1950, 1963) is one of the neo-Freudians who thought had background in psychoanalysis but deviated to a large extent from Freud's explanation of psychopathology. Unlike Freud's psychosexual stages of development, Erickson proposed psychosocial stages of development.

Erickson's theory of anxiety originates from two of his proposed stages of psychosocial development which bordered on autonomy versus doubt, initiative versus guilt. In relating Erickson's theory with reference to autonomy versus doubt, Biehler (1976), pointed out that, two years old are in process of establishing themselves as autonomous individuals and those they assume responsibility for their own behaviour but there are bound to be experiences that cause these budding individuals to doubt their ability to handle everything on their own. At this point of doubt, the individual begins to experience anxiety. However, despite occasional setbacks and moments of doubts, most of the children are not afraid of continuing to do something in spite of difficulties or danger, and are eager to initiate activities and explore new experiences.

Biehler (1976), referring to the stage of initiative versus guilt, explained that if pre-schools are allowed to try out their powers and if parents are patient in answering questions, Erickson suggests the children will develop a sense of initiative and self-confidence but if children are

made to feel that their questions and activities are a disturbance to their parents, they feel guilt about trying to do things on their own and thus experience anxiety.

Implications of Anxiety According to Erickson Theory.

It could therefore be inferred from the above theory that some individuals develop anxiety as they doubt their abilities to certain endeavours. So, when individuals are discouraged from initiating activities which are seen as worthless, some individuals may at this juncture become guilty of what they have initiated and feel anxious. The aspect of Erickson's theory that has closer application to test anxiety is that which deals with anxiety arising from doubt about individual's ability. Certainly, one's doubts of one's ability in test situation characterize the cognitive component of test anxiety.

Erickson suggests that individual will develop a sense of initiative and self-confidence but if children are made to feel that their questions and activities are a disturbance to their parents, they feel guilt about trying to do things on their own and thus experience anxiety.

It could therefore be inferred from the above theory that some individuals develop anxiety as they doubt their abilities to certain endeavours. So, when individuals are discouraged from initiating activities which are seen as worthless, some individuals may at this juncture become guilty of what they have initiated and feel anxious. For example, if student did a test or exam without seen his/ her result, they may have doubted mind maybe they will pass a particular test or exam and this can lead to anxiety.

2.1.4. Maslow's Theory of Anxiety

Abraham Maslow proposed a need hierarchy theory to explain human satisfaction in life. Maslow's proposal of a hierarchy of needs provided the basis for his theory of anxiety. According to Maslow (1970) while at the lower level of the hierarchy are deficiency needs which

include physiological, safely, belongingness and love as well as esteem, the higher level of the hierarchy is made up of growth needs which include: self-actualization, knowing and understanding as well as aesthetic.

In differentiating between the deficiency and growth needs, he asserted that deficiency needs can be satisfied only by other people and therefore make individuals other-directed and dependent when in difficulty.

Conversely, growth needs can be self-satisfied which means that individuals are self-directed and dependent, and are able to find their own solutions to difficulties. Maslow therefore asserted that any time children have doubts about safety, being loved or accepted by peers of their abilities compared to others, they may experience feelings of anxiety.

Therefore, some students may develop test anxiety in the cause of fear that they could lose the love or affection of their parents, teachers, peers, friends and others if they do not perform well academically.

However, some students could experience test anxiety as they consistently doubt their abilities compared to others during test situations.

Implications of Anxiety According to Maslow's Theory:

According to Maslow theory, he explained the hierarchy of needs which include physiological, safely, belongingness and love, self-esteem and self-actualization. He therefore asserted that any time children have doubts about safety, being loved or accepted by peers of their abilities compared to others, they may experience feelings of anxiety. However, students may develop test anxiety in the cause of fear that they could lose the love or affection of their parents, teachers, peers, friends and others if they do not perform well academically. Also,

students tend to experience test anxiety when there is a consistently doubt their abilities and compare it to other student during test or exam.

2.1.5. Learning and Behavioural Theory of Fear/Anxiety

Theories of anxiety whose provenance lies in the learning area derive originally from Ivan Pavlov (1846-1936) and Watson (1878-1958). Whatever form they take, their main function is to explain punishment. Put simply, the argument is that organisms learn to avoid noxious stimuli through some or other mediating mechanism. This mediating mechanism is normally called fear or anxiety.

The typical post- Pavlov (1936), post Watson (1958) analysis has it that a conditioned stimulus (which happens to be noxious and to cause pain) will, after several pairing, lead to a conditioned response. The conditioned response is fear or anxiety (they often used synonymously by theorist of this persuasion) and are seen as secondary or acquired drives which have arisen through process of classical conditioning.

Generally, these types of theory have it that the threat of discomfort, an increase in primary drives or overstimulation (shades of Freudian theory) lead to anxiety only if they have autonomic components. Once established, fear/anxiety can function as a secondary drive and establish new behaviuor through drive reduction. Moreover, a conditioned emotional response may interfere with ongoing behaviuor. Again, there is a similarity here with psychoanalytic theory in that anxiety is seen as incompatible with other behaviuor (or thoughts).

The theorists who developed this perspective initially were Mowrer (1953) and Dollard and Miller (1950). Their view of learning has it that drive reduction follows a response, reinforces it,

and hence increases its future probability of occurrence. In this context, fear is significant learned or secondary drive, as already described. Moreover, anxiety is a particular form of fear, when the source of the fear is vague or repressed.

Fear is learned because it can become attached to previously neutral stimuli, and it can motivate and reinforce. Anxiety can become built on this through neurotic conflict, neurotic fear being anxiety and by definition, having an obscured, that is, an unconscious, source. Again with similarities to psychoanalytic theory, these learning theorists view neurotic conflicts as happening in childhood and thus setting the scene for anxiety to develop later in life, although they do not say how repression occurs.

Implication of Learning and Behavioural Theory of Fear/Anxiety

According to the theory above, he proposed that people can learn anxiety through environmental behaviuor and peer group. Also Pavlov (1936) proposed that anxiety arises when the child have been punished during his/ her childhood. Also, these learning theorists view neurotic conflicts as happening in childhood and thus setting the scene for anxiety to develop later in life, although they do not say how repression occurs. For example, when a child has been punished for particular things during his/her childhood that particular thing can develop later in life.

2.1.6 Physiological Theory of Fear/Anxiety

They are based largely on an exposition of what parts of the focal sensory system may be included in feeling by and large and fear/panic/anxiety in particular. It is largely through the empirical research that has derived from this beginning that they have added to our

understanding of anxiety. However, such physiologically based theories rely on a model of human psychology which rests on natural science (more or less cutting out the experiential). The account for anxiety as involving particular parts of the CNS, with the addition of general arousal.

Eysenck, M. argues that the cognitive system acts as a gateway to the physiological system, so in understanding anxiety it is important to consider both systems. He also talks of self-schema theories, self-schemas depending on the personal relevance of any particular trait to the individual, and assumes that these self-schemas are part of the cognitive system. As a background to his theory, Eysenck shows that there are differences between people who are high and low in trait anxiety in the information that they have stored in long-term memory. This view is supported by the work on mood-state-dependent retrieval and mood-congruent learning. People who are high or low in anxiety also vary in their mood states and so the content of their memory should also vary.

Implications of Physiological Theory of Fear/Anxiety :

According to Eysenck, anxiety is as a result of biological system of impulses in the central nervous system (CNS). He further that cognitive system act as gateway or pathway to physiological system. Therefore, anxiety is seen as a result of information stored in the memory of an individual which in turn affects the mood.

2.1.7. Social Cognitive Theory of Self-Efficacy

Psychologist Albert Bandura (1977) has characterized self-adequacy as one's confidence in one's capacity to succeed in particular circumstances or fulfill an errand. One's feeling of self-adequacy can assume a noteworthy part by the way one methodologies objectives, assignments,

and difficulties. The hypothesis of self-viability lies at the focal point of Bandura's social subjective hypothesis, which accentuates the part of observational learning and social involvement in the improvement of identity. The primary idea in social psychological hypothesis is that an individual's activities and responses, including social practices and intellectual procedures, in verging on each circumstance are affected by the activities that individual has seen in others. Since self-adequacy is produced from outer encounters and self-recognition and is compelling in deciding the result of numerous occasions, it is a vital part of social subjective hypothesis. Self-adequacy speaks to the individual impression of outside social components. As per Bandura's hypothesis, individuals with high self-adequacy, that is, the individuals who trust they can perform well—will probably see troublesome undertakings as something to be aced as opposed to something to be kept away from.

Implications of Social Cognitive Theory on Self-Efficacy

This theory implied that social cognitive of self-efficacy or self-adequacy is one of the confidences needed to succeed in a particular circumstances. Self-adequacy lies at the point of social subjective hypothesis. it implied that an individual activity and responses of an individual towards a circumstance is as a result of what we have observed or learned from the environment. The way we interpret what we learn from environment has impact in our self-efficacy.

2.1.8. Theory of Self-Efficacy

According to Shavelson, B. (1982). Self-concept hypothesis tries to clarify how individuals see and translate their own presence from signs they get from outside sources, concentrating on how these impressions are composed and how they are dynamic all through

life. Triumphs and disappointments are firmly identified with the routes in which individuals have figured out how to view themselves and their associations with others. This hypothesis portrays self-idea as educated (i.e., not present during childbirth); composed (in the way it is connected to the self); and element (i.e., continually changing, and not altered at a particular age).

Bandura (1977a, 1997) formally characterized saw self-viability as individual judgments of one's abilities to compose and execute blueprints to accomplish assigned objectives, and he looked to evaluate its level, simplification, and quality crosswise over exercises and connections. The level of self-adequacy alludes to its reliance on the trouble of a specific errand, for example, spelling expressions of expanding trouble; all inclusive statement relates to the transferability of self-viability convictions crosswise over exercises, for example, from polynomial math to insights; quality of saw adequacy is measured by the measure of one's sureness about playing out a given undertaking. These properties of self-viability judgments are measured utilizing survey things that are undertaking particular, shift in trouble, and catch degrees of certainty (e.g., from 0 to 100%). As to their substance, self-adequacy measures concentrate on execution capacities instead of on individual qualities, for example, one's physical or mental attributes. Respondents judge their capacities to satisfy given assignment requests, for example, taking care of division issues in math, not who they are by and by or how they feel about themselves all in all. Self-adequacy convictions are not a solitary demeanor but instead are multidimensional in structure and vary on the premise of the space of working. For instance, adequacy convictions about performing on a history test may contrast from convictions around a science examination. Self-viability measures are additionally intended to be touchy to varieties in execution setting, for example, learning in an uproarious parlor contrasted with the quietude of the library. Also,

impression of adequacy rely on upon a dominance rule of execution as opposed to on standardizing or other criteria. For instance, understudies rate their sureness about understanding a crossword riddle of a specific trouble level, not how well they hope to do on the riddle in contrast with different understudies. At last, self-viability judgments particularly allude to future working and are evaluated before understudies play out the applicable exercises. This forerunner property positions self-adequacy judgments to assume a causal part in scholastic inspiration. Self-viability convictions vary adroitly and psychometrically from firmly related develops, for example, result desires, self-idea, and saw control. The reasonable qualification that Bandura (1986) drew between scholastic self-viability and result hopes was concentrated psychometrically in exploration on perusing and composing accomplishment. Shell, Murphy, and Bruning (1989) measured self-viability as far as saw capacity to perform different perusing and composing exercises, and they surveyed result hopes with respect to the estimation of these exercises in accomplishing different results in vocation, social interests, family life, instruction, and citizenship.

Adequacy convictions and result anticipations together anticipated 32% of the difference in perusing accomplishment, with saw viability representing for all intents and purposes all the fluctuation. Just saw self-viability was a noteworthy indicator of composing accomplishment. These outcomes not just demonstrate the discriminant legitimacy of self-viability measures, they bolster Bandura's dispute that self-adequacy assumes a bigger part than result anticipations in inspiration. One of nearest builds to self-adequacy is self-idea. The last conviction is a more broad self-spellbinding build that consolidates numerous types of self-information and self-evaluative emotions (Marsh & Shavelson, 1985). Verifiably, self-idea was characterized by phenomenologists (e.g. Rogers, 1951) as a worldwide view of oneself and one's self-regard

responses to that self-recognition, however this worldwide measure of self-conviction was not observed to be connected reliably to understudies' scholarly execution (Hattie, 1992; Wylie, 1968). Maybe subsequently, various scholars (e.g. Harter, 1978; Marsh & Shavelson, 1985) re-conceptualized self-idea as a progressive build, with a worldwide self-idea at the zenith of a self-pecking order yet included subcategories, for example, scholastic self-idea amidst the chain of command and scholastic area particular self-ideas at the base. The last self-idea measures underline self-regard responses by offering self-evaluative conversation starters, for example, "How great are you in English?" By difference, self-adequacy things concentrate solely on errand particular execution desires, for example, "How certain are you that you can graph this sentence?" Although earlier undertaking responses and future execution desires are regularly associated.

As reviewed in Bandura (1977b). He provided the four major sources of efficacy expectations and their associated modes of induction. He described the four major sources as (i) performance accomplishments, (ii) vicarious experiences, (iii) verbal persuasion, and (iv) emotional arousal. (i) Performance accomplishment modes of induction include participant modeling, performance desensitization, performance exposure, and self- instructed performance.

(ii) Vicarious experience modes of induction include live modeling and symbolic modeling.

(iii) Verbal persuasion modes of induction include suggestion, exhortation, self-instruction, and interpretive treatments.

(iv) Emotional arousal modes of induction include attribution, relaxation and biofeedback, symbolic desensitization, and symbolic exposure.

Implication of Theory of Self-Efficacy

According to Bandura's theory of self-efficacy sates that anxiety is as result of low self-efficacy. Individual who have low self-efficacy see themselves as being incapable or inadequate and for such individuals to have high self-efficacy they would need some forms of persuasion, self-constructing, suggestion and exhortations.

2.1.9 Attribution Theory of Self-Efficacy

Attribution hypothesis concentrates on how individuals quality occasions and how those **convictions communicate** with self-observation. Attribution hypothesis characterizes three **noteworthy components** of cause:

- **Locus is the area** of the apparent cause. In the event that the locus is inner (dispositional), **sentiments** of self-regard and self-adequacy will be improved by achievement and **lessened by** disappointment.
- **Stability** portrays whether the cause is seen as static or element after some time. It is **firmly** identified with desires and objectives, in that when individuals credit their **disappointments** to stable variables, for example, the trouble of an errand, they will hope **to fall flat** in that undertaking later on.
- **Controllability** depicts whether a man feels effectively in control of the cause. Falling flat at an errand one supposes one can't control can prompt sentiments of embarrassment, disgrace, and/or outrage.

- According to attribution hypothesis, the causes people credit to occasions affect the way they subjectively, affectively, and behaviorally react on future events (Schell, Bruning, & Colvin, 1995; Weiner, 1986, 1994). Four attributions are commonly recognized in the writing: attributions to good fortune, errand trouble, capacity, and exertion. For instance, disappointment on an examination might be ascribed to misfortune, troublesome inquiries, low capacity, or inadequate exertion. These causal attributions can likewise be mapped by locus, dependability, and controllability (Weiner, 1994; Martin 2009)
- The control measurement is exceptionally compelling in this survey since it has a tendency to be a critical determinant of understudies' reactions to misfortune, weight, and dread of disappointment (Borkowski, Carr, Rellinger, & Pressley, 1990; Groteluschen, Borkowski, & Hales, 1990; Martin, Marsh, & Debus, 2001b).

It has additionally been proposed that attributions in the interpersonal setting offer ascent to socially based feelings (Hareli & Weiner, 2002). Late work has suggested that socially based feelings are the consequence of attributional inductions concentrating on the apparent reasons for a specific result (Hareli & Weiner, 2002; Martin 2009). However, this can have two effects.

Firstly, it influences the onlooker's feelings straightforwardly. In a versatile situation, an understudy ascribing another understudy's prosperity to exertion can encounter positive effect and sentiments of profound respect for that understudy. Then again, an understudy ascribing another understudy's poor execution to an absence of capacity may encounter negative effect (Hareli & Weiner, 2000; Martin 2009).

Besides, onlookers' surmisings about the reason for an occasion can shape the understudy's feelings and conduct, an instructor expressly ascribing an understudy's prosperity to exertion can

bring out positive effect. (Martin 2009) and sentiments of pride in the understudy ascribing poor execution to an absence of capacity may inspire negative effect and disgrace in that understudy, (Martin 2009).

Implication of Attribution Theory of Self-Efficacy

Attribution theory states that individuals with anxiety possess an internal locus. Individuals feel they have poor execution to an absences of capacity and they may possess negative affect or emotions toward an examination or test.

2.1.10 Social Support Theory of Teachers' and Students' Support

Social support research should have a basis in theories about how social relationships influence our cognitions, emotions, behavior and biology. There are three essential hypothetical points of view on social support research. They are:

1. The stress and coping prspective

II. The social constructionist perspective

III. The relationship perspective.

I. The Stress and Coping Perspective of Social Support Theory

The most persuasive hypothetical point of view on social backing conjectures that backing lessens the impacts of anxiety life occasions on wellbeing (i.e. goes about as an anxiety cradle) through either the steady activities of others (e.g, counsel, consolation) or the conviction that backing is accessible. Strong activities are thought to improve adapting execution, while

view of accessible bolster lead to assessing conceivably undermining circumstances as less unpleasant. This point of view is connected intimately with examination and hypothesis on anxiety and adapting (Lazarus, 1955).

Implication of Stress and Coping Perspective on Social Support.

This theory implied that most of persuasive hypothetical point of view on social support was that when a student was suffering from anxiety he/she needs a support from their teachers or students for counseling or thorough tutelage. This also implies supportive action and how it can effectively promote how student will cope with every situation to overcome anxiety.

II. The Social Constructionist of Social Support Theory

Social cognition and symbolic interaction provide an alternative perspective on social support. Although these two views differ in their recent intellectual tradition and methods, they share common origins in pragmatist philosophy and thereby share many core assumptions (Barone, Maddux & Synder, 1997). Based upon the pragmatic philosophy and social psychology of James, Dewey & Meed, the perspective views reality, including social support and the self, s social constructions. Social construction refers to the assumption that people's perceptions about the world do not reflect ultimate reality. Instead, people construct theories and concepts about the world that reflect their social context (Dewey 1917/1997). However, because there is frequently no clear social consensus, there are important individual and group differences in how people interpret their worlds (Kelly 1969).

Applying the constructionist perspective to social support suggest new predictions and emphases not found in the stress and coping perspective. First, this point of view recommends

that there might be no unmistakable agreement crosswise over people or gatherings with respect to what constitutes steady behaviours. Second, it predicts that the self and social worlds (including social support) are inextricably linked. In other words, the experience of "self" is largely a reflection of how one is viewed by others (Mead 1934). Therefore, one modern manifestation of social constructionism is social cognition (Barone et al, 1997), and several authors have applied social cognitive thought to understanding social support (lakey & Cassady, 1990; Lakey & Drew, 1997; Mankowski & Wyer, 1997; T.pierce, Balwin & Lydon, 1997; Sarason, Pierce, & Sarason, 1990). This approach to social support draws heavily from social cognitive theories of personality and psychopathology (Beck, Rush, Shaw & Emery, 1979; Markus, 1977).

Social cognitive views of social support are concerned primarily with the perception of support. However, a major premise is that once a man creates stable convictions about the strength of others, everyday contemplations about social backing are not in direct to fit these prior convictions. In contrast with those with low levels of saw backing, those with abnormal states ought to translate the same practices as more steady, have better memory for strong behaviuors, show more prominent thoughtfulness regarding strong practices, and have the capacity to consider support with more prominent agreeable and rate. Another modern manifestation of social constructionist thought is symbolic interaction (stryker, 1980). The major prove of the symbolic interactionist view on social support is that the regularization of social interaction, rather than the provision of support peruse, is responsible for the maintenance of well-being (Thoits, 1985). Thus, according to the symbolic interactionist perspective, our social surroundings specifically advance prosperity by giving individuals a method for understanding the self and world. Social backing works by making and maintain character and self-regard.

III. The Relationship Perspective

The relationship perspective on social support conceptualizes support as part of more generic (i.e. group) relationship processes. However, this approach does not represent a coherent perspective linked to a preexisting research literature. Instead, it is a group of hypotheses that attribute social support to other relationship qualities or processes. These relationship qualities reflect neither actual help during times of stress nor beliefs about support. Therefore, we believe that this perspective will become increasingly important and provide alternative ways of thinking about social support. Also one possibility is that our cognitions about our social environment are strongly interrelated and overlapping and that measures of support cannot be discriminated from closely associated concepts such as low conflict, companionship, intimacy and social skill.

Implication of Relationship Perspective of Social Support on Teachers' and Students' Support

This theory implies that social supports more of group relationship process unlike other preexisting research on literature, it believes that group of hypothesis that attribute social support to other relationship qualities or processes. It also implies that individual cognition about our environment are overlapping and cannot be separated from closely associated concepts.

Theoretical Conceptualization

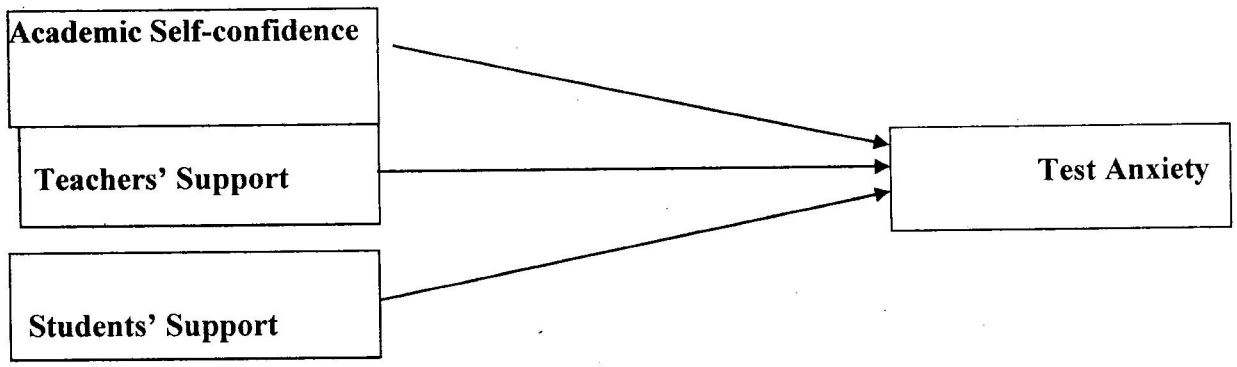

Figure 1: Relationship between independent variables (self-confidence, teachers' and students' supports) and dependent variables (Test Anxiety)

According to this Figure 1, teachers' support influence test anxiety while Students' support influences test anxiety and academic self-confidence influences test anxiety.

2.3 Related Empirical Studies

2.3.1 Academic self-confidence and test anxiety

Hartono, (2006), Investigate the correlation between students' level of Anxiety and students' achievement in writing Class. Writing is one of the language skills which shows how a second language learner performs his or her verbal competence. Writing performance of an English learner can reflect the learner's knowledge in English language patterns through the written discourse they present. However, due to several factors, writing in the target language is not always easy for a second language learner. Thus, there are some Indonesian students fail to perform their best in writing though those who cannot achieve good mark in writing are not always the left behind students. Second language learner's verbal performance is determined by three internal factors namely filter, organizer, and monitor (Dulay, Burt, Krashen, 1982: 45-60). The first factor is a subconscious process related to learner's affective state which includes anxiety. This research starts from a hypothesis that students' high level of anxiety is followed by lower students' achievement. Thus, this research is aimed to prove the hypothesis as well as seeing if there is a strong correlation between the students' level of anxiety and their achievement. The data were gained through document, questionnaire using Westide Test Anxiety Scale and Focus Group Discussion. The results of the study indicate a weak negative correlation

between students' level of anxiety and students' achievement. That is, the higher of level of anxiety the lower the academic achievement of the student, also the lower of the level of level of anxiety, the higher the academic achievement of the student.

2.3.2 Teachers' support and test anxiety

According to Claudia, Albulescu and Copaci (2014), they investigate the relationship between students' perceptions regarding different teaching styles adopted by teachers in their lectures and students' test anxiety. We have also investigated the relationship between test anxiety and students' future self-evaluation of academic performance. The study was conducted on a sample including 177 students with age between 19-50 years (M=23, SD=7.96). The results indicated no significant correlation between test anxiety and teaching style and a negative significant correlation between test anxiety and self-perception of evaluation.

In contrast to above study by Atasheneh (2012), he said three components have been introduced for foreign language learning anxiety in the literature: Test anxiety, fear of negative evaluation and communication apprehension. This study teases out the first of the three components with special focus on listening comprehension test to investigate the correlation between listening test results and foreign language anxiety. More importantly, the study aims at questioning the role teachers can play in either alleviating or aggravating the anxiety which has been triggered in the listening test takers. For this purpose, a number of 60 intermediate-level EFL (English Foreign Language) learners participated in the study. To measure the level of anxiety in the testees, a modified and translated version of foreign language class anxiety scale (FLCAS) (developed by Horwtiz, Horwitz, & Cope, 1986) was used to be correlated with the testees' scores in listening comprehension test. The results showed a moderate but significant negative correlation between FLCAS and listening comprehension (r=-.469). To answer the second research question, the high

anxious participants underwent a treatment, which was designed to alleviate their foreign language learning anxiety. Immediately after the treatment, another listening comprehension test was administered to them to find out whether the treatment session can influence the test results. Using the statistical technique of t-test, the results showed that the high anxious informants had a significant improvement in the second listening comprehension test results due to the reduction of their level of anxiety in the treatment session. Finally, some suggestions were made to the teachers who seek to alleviate the amount of anxiety in their students.

2.3.3 Students' support and test anxiety

According to Veed (2009), an adolescent's peer group has been theorized to influence the development of psychopathology. However, little research has examined the adolescent peer group using information obtained directly from peers in a longitudinal framework. Research has also been limited on peer group influence on the development of internalizing disorders. The study used Social Network Analysis to examine self-reported anxiety, depression, aggression, and delinquency in the fall and spring of one school year for students in a rural high school. In addition to examining the effect of the peer group on individual reports of psychopathology, the strength of this relation was compared to that of the adolescent's closest friend. Potential moderators (peer group density, grade, and gender) of the relation between the peer group and individual psychopathology were examined. Results suggested that how the peer group variable is constructed affected the findings. When the peer group variable was constructed from reciprocated peer nominations, the peer group level of anxiety or depression predicted later individual changes in these measures. However, when the peer group variable was constructed from all incoming and outgoing nominations, regardless of reciprocation, the level of delinquency reported in the peer group predicted later change in individual delinquency. The

peer group's level of aggression was not related to concurrent or later individual aggression. The adolescent's closest friend's level of psychopathology was not related to concurrent or later psychopathology. Peer group density was supported as a moderator of the relation between reciprocated peer group and individual anxiety, such that individuals from less dense peer groups were more influenced by the peer group. Grade was supported as a moderator of the relation between reciprocated peer group and individual level of anxiety, depression, and delinquency, with anxiety and depression showing the expected negative quadratic moderation effect, and delinquency showing an unexpected, positive moderation effect for grade.

2.3.4. Gender and test anxiety

Chandler (2006), compared male and female students in the 4th, 6th, and 10th grades to see which sex had more test anxiety. The students are from a rural town in Southeastern Ohio. A total of 85 students filled out the Revised Children's Manifest Anxiety Scale. The students were given the Revised Children's Manifest Anxiety Scale (RCMAS) two weeks prior to, one week prior to, and one week after the Ohio Fourth and Ohio Sixth Grade Proficiency Tests and the Ohio Graduation Test (OGT). The hypotheses of this study are that the 10th grade females will have greater test anxiety than the 4th and 6th grade males and females and the 10th grade males two weeks prior to the high stakes testing, one week prior to the high stakes testing, and their anxiety will decrease the most during the posttest. The results were analyzed using T tests. The results showed there was a significant difference between the 6th grade males and females during the pretest administration, with the males showing more anxiety.

Also, Rezazadeh (2000) found that the construct of anxiety plays a major role in one's life. One of these anxieties is test anxiety or apprehension over academic evaluation. The present study was designed to investigate the relationship between gender, academic achievement, years

of study and levels of test anxiety. This investigation is a descriptive analytic study and was done on 110 undergraduate students from University of Isfahan. The Suinn's Test Anxiety Questionnaire with 48 questions was used to gather the data. For analysis of data correlation coefficient and chi square test were used. The findings revealed that female students have a higher level of test anxiety in contrast to male students.

According to Peker e'tal (2010), on Gender Related Differences in Mathematics Teaching Anxiety. The purpose of this study was to investigate the gender-related differences in mathematics teaching anxiety. There were a total of 368 pre-service mathematics teachers, 199 middle and 169 high school pre-service mathematics teachers involved in this study. The researchers gave the participants a Likert-type questionnaire, the Mathematics Teaching Anxiety Scale (MATAS) that included 23 statements. After the collection of the data, the researchers used the independent samples t-test with in the analysis of the data. The study revealed that there was no statistically significant gender-related difference in mathematics teaching anxiety between pre-service male and female mathematics teachers, and that there was also no gender difference found in terms of mathematics teaching anxiety between pre-service male and female middle, and high school mathematics teachers.

2.4. Statement of Hypotheses

1. Undergraduates who are high in academic self-confidence will significantly report low test anxiety than those who are low in academic self- confidence.

2. Undergraduates who perceived high teachers' support will significantly report low test anxiety than those who perceived low teachers' support.

3. Undergraduate who perceived high students' support will significantly report low test anxiety than those who perceived low students' support.

4. Male undergraduates will significantly report low test anxiety than female undergraduates.

2.5 Operational Definition of Term

Academic Self-Confidence:- Academic self-confidence is the act of placing value and admiration for oneself educationally or in education wise. It was measured with academic self-confidence scale developed by Jones (2001). High score indicates higher academic self-confidence while low score indicates lower academic self-confidence.

Teachers' Support:- Teachers' support is a process of advising, counselling, and guiding a student toward academic excellent. It was measure with teachers' support scale developed by Torsheim,Wold and Samdal (2004). High score indicates higher perception of teachers' support while low score indicate lower perception of teachers' support.

Test Anxiety:- Test anxiety is unpleasant state of worry towards a test or exam. It was measured with test anxiety scale developed by Driscoll (2006). High score indicate higher test anxiety while low score indicate lower test anxiety.

Students' Support:- Students' support can be define as a form of tutoring and guidance from one student to another. It was measured with students' support scale developed by Torsheim, Wold and Samdal (2004). High score indicate higher students' support while low score indicate lower students' support.

Gender:- The term 'gender' refers to the social construction of female and male identity. It was measure with (1) male and (2) female.

CHAPTER THREE

METHOD

3.1 Reseach Design

This study adopted an Expo facto design, (non-experimental design), the research design was adopted because the events surveyed with the used of structured questionnaire had occurred before the research was conducted, whereby samples were drawn from a population, all at once. The study investigated influence of academic self-confidence and teachers' and students' support on test anxiety among undergraduate. The independent variables of interest are academic self-confidence and teachers' and students' support, while dependent variable is test anxiety.

3.2 Setting

This study was carried out at Federal University Oye Ekiti. In 2011, the President of the Federal Republic of Nigeria, Dr. Goodluck Jonathan announced the establishment of a Federal University in Ekiti State, and this was followed by another announcement locating the University in Oye. This University was one of the six conventional Federal Universities that were to be established in the country for states that were yet to have a Federal University. The foundation Vice-Chancellor, Professor Chinedu O. Nebo was formally appointed in February 2011and he worked hard to lay the foundation of the University. The University runs a Faculty system, an integrated unit of a group of related subjects or disciplines with common academic interests in teaching and research. The University started with four Faculties, which are: (1) Faculty Humanities and Social Science (2) Faculty of Science (3) Faculty of Agriculture and (4) Faculty of Engineering.

3.3 Participants

The sample size for the study was three hundred (300) participants from both Oye and Ikole campuses. Eighteen 18 participants from humanities (8.7%), while seventy nine participants 79 from social science (88.3%), forty six 46 participants from science (22.3%), forty seven participants from agriculture 47 (22.8%) and sixteen 16 participants from engineering (7.8%). Two hundred and six questionnaires were used to collect data from participants. They were sampled using Accidental sampling method. They were one hundred and seventeen male 117 students (56.8%) while their females are eighty nine 89 students (43.2%). Forty six 46 were 100level (22.3%) while sixty five 65 were 200level (31.6%), seventy seven 77 were 300level (37.4%) and eighteen 18 were 400level (8.7%). One hundred and seventy one 171 were Christians (83.0%) while twenty seven 27 were Muslim (27.0%) and eight 8 were traditional (3.9%). The age ranged from 12 years to 30 years with mean age of 20.29 years and standard deviation of 2.218 years.

3.4 Instrument

In this research Questionnaire was used as an instrument in the study. The questionnaire comprises of four sections (A, B, C & D).

3.4.1 Demographic Information

It consists of items measuring socio-demographic information of the participants, such as gender, age, level, faculty and religion. Gender was reported as (male=1 and female=2); actual age was given; level was reported as (100, 200,300, 400 and 500); faculty was reported as (social science, science, art/humanities, engineering and agriculture); religion was reported as (Christianity, Islam and traditional).

3.4.2 Teachers' Support Scale

The Teachers' support is a 4- items questionnaire developed by Torbjoen T.; Bente, W.; and Oddrun, S. (2000). The response format is in a 5-point Likert type scale ranging from (1) Strongly Disagree to (5) strongly Agree. High score on the scale indicates higher level of Teachers' support. The author reported reliability coefficient of 0.81. In the present study, the researcher obtained alpha coefficient of .739

3.4.3 Academic Self-Confidence Scale

The Academic Self-Confidence is a 13-item questionnaire developed by Holly (2001). The response format is in a 5-point Likert type scale ranging from (1) Strongly Disagree to (5) strongly Agree. High score on the scale indicates higher level of Academic self-confidence. The author reported reliability coefficient of .6377. In the present study, the researcher obtained alpha coefficient of .455

3.4.4 Test anxiety Scale

The Test Anxiety is a 10-item questionnaire developed by Driscoll (2005). The response format is in a 5-point Likert type scale ranging from (1) Strongly Disagree to (5) strongly Agree. High score on the scale indicates higher level of Test anxiety. The author reported reliability coefficient of .44. In the present study, the researcher obtained alpha coefficient of .864

3.4.5 Students' Support Scale

The Students' support is a 4-item questionnaire developed by Torbjoen, T., Bente, W., and Oddrun, S. (2000). The response format is in a 5-point Likert type scale ranging from (1) Strongly Disagree to (5) Strongly Agree. High score on the scale indicates higher level of

Students' support. The author reported reliability coefficient of 0.74. In the present study, the researcher obtained alpha coefficient of .743

3.5 Procedure

The purpose of the study was explained to the participants. Ethical issues of assurances were given on the bases of confidentiality and ability to decide in the study. Participants were made to understand that participation will help them to address a very important issue. Direction on how to complete the questionnaire was given and the participants was guided in proper completion of the questionnaire. The researcher assured that participants that their questionnaire will not be personally identified. Researcher distributed three hundred (300) questionnaires to the participants but two hundred and six (206) questionnaires were given back or retrieved by the researcher, also two hundred and six (206) questionnaires was used for data analyses. Finally, those participants who are willing to participate in this study were encouraged to fill the questionnaire with sincere heart.

3.6 Statistical Method

The data collected were subjected to analyses using Statistical Package in Social Science (SPSS) version 15. The demographic information of the participants was analysed using descriptive statistics such as mean, frequency, percentages and standard deviation. Hypotheses stated were tested using inferential statistics. All the four hypotheses stated in the study were tested using independent sample t-test. T-test for independent was used to determine group difference.

CHAPTER FOUR

RESULTS

Hypotheses question 1:- Undergraduates who are high in academic self-confidence will significantly report low test anxiety than those who are low in academic self- confidence. The hypothesis was tested with t-test for independent samples. The result is presented in table 4.1

Table 4.1:- Summary of table of independent T-test showing the influence of academic self-confidence on test anxiety.

	Academic self-confidence	N	Mean	Std. deviation	df	t	P
Test Anxiety	High	104	23.5577	7.98886	204	-3.35	<.05
	Low	102	27.3529	8.26138			

Table 4.1 shows that undergraduates with high academic self-confidence (M = 23.56, SD = 7.99) significantly scored low in test anxiety than those with low academic self-confidence (M = 2.35, SD= *8.26*). The result implies that academic self-confidence significantly influenced test anxiety (t=-3.35; df = 204; p<.05). Therefore, hypothesis one was accepted.

Hypotheses question 2:- Undergraduates who perceived high teachers' support will significantly report low test anxiety than those who perceived low teachers' support. The hypothesis was tested with t-test for independent samples. The result is presented in Table 4.2.

Table 4.2:- Summary of table of independent t-test showing the influence of teachers' support on test anxiety.

	Teachers' support	N	Mean	Std. deviation	df	t	P
Test Anxiety	High	114	25.6842	8.67028	204	.474	>.05
	Low	92	25.1304	7.91329			

Table 4. 2 shows that undergraduates who perceive high teachers' support (*M* = 25.68, *SD= 8.67*) were not significantly different in test anxiety from those who perceived low teachers' support (*M* =25.13, *SD= 7.91*). The result indicates that teachers' support has no significant influence on test anxiety (t=.474; df=204; p>.05). Therefore, hypothesis two was not accepted.

Hypotheses questions 3:- Undergraduate who perceived high students' support will significantly report low test anxiety than those who perceived low students' support. The hypothesis was tested with t-test for independent samples. The result is presented in Table 4.3.

Table 4.3:- Summary of table independent t-test showing the influence of students' support on test anxiety

	Students' support	N	Mean	Std. deviation	df	t	P
Test Anxiety	High	108	25.4815	8.64944	204	.081	>.05
	Low	98	25.3878	7.99695			

Table 4. 3 shows that undergraduates who perceived high students' support (*M* = 25.39, *SD= 8.00*) were not significantly different in test anxiety from those who perceived low students' support (*M* = 25.48, *SD= 8.65*). The result implies that students' support has no

significant influence on test anxiety (t=.081; df = 204; p>.05). Therefore, hypothesis three was not accepted.

Hypotheses question 4:- Male undergraduates will significantly report low test anxiety than female undergraduates. The hypothesis was tested with t-test for independent samples. The result is presented in Table 4.4.

Table 4.4:- Summary of table of independent t-test showing the influence of gender on test anxiety.

	Gender	N	Mean	Std. deviation	df	t	P
Test Anxiety	High	117	26.0085	8.19850	204	1.13	>.05
	Low	89	24.6854	8.47670			

The result of the study as presented in Table 4.4 show that male undergraduates (*M* = 26.01, *SD*= *8.20*) were not significantly different in test anxiety from female undergraduates (*M* = 24.69, *SD*= *8.48*). The result shows that gender has no significant influence on test anxiety (t =1.13; df = 204, p >.05). Therefore, hypothesis four was not accepted.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1. Discussion

The study was about the influence of academic self-confidence, teachers' and students' support on test anxiety in Federal University Oye Ekiti. Four hypotheses were tested out of which one was accepted while the three were rejected. The discussion of the findings is as follows: Hypothesis one examine that undergraduates who are high in academic self-confidence will significantly report low test anxiety than those who are low in academic self- confidence. The result showed that academic self-confidence significantly influenced on test anxiety. In contrast to the study above, Hartono (2006), investigate the correlation between students' level of Anxiety and students' achievement in writing Class. Writing is one of the language skills which shows how a second language learner performs his or her verbal competence. Writing performance of an English learner can reflect the learner's knowledge in English language patterns through the written discourse they present. However, due to several factors, writing in the target language is not always easy for a second language learner. Thus, there are some Indonesian students fail to perform their best in writing though those who cannot achieve good mark in writing are not always the left behind students. Second language learner's verbal performance is determined by three internal factors namely filter, organizer, and monitor (Dulay, Burt, Krashen, 1982: 45-60). The first factor is a subconscious process related to learner's affective state which includes anxiety. This research starts from a hypothesis that students' high level of anxiety is followed by lower students' achievement. Thus, this research is aimed to prove the hypothesis as well as seeing if there is a strong correlation between the students' level

of anxiety and their achievement. The data were gained through document, questionnaire using Westide Test Anxiety Scale and Focus Group Discussion. The results of the study indicate a weak negative correlation between students' level of anxiety and students' achievement. That is, the higher of level of anxiety the lower the academic achievement of the student, also the lower of the level of level of anxiety, the higher the academic achievement of the student.

Hypothesis two investigate the Undergraduates who perceived high teachers' support will significantly report low test anxiety than those who perceived low teachers' support. The result shows that undergraduate who perceive high teachers' support has no significantly influence on test anxiety. According to Claudia, Albulescu and Copaci (2014), they investigate the relationship between students' perceptions regarding different teaching styles adopted by teachers in their lectures and students' test anxiety. We have also investigated the relationship between test anxiety and students' future self-evaluation of academic performance. The study was conducted on a sample including 177 students with age between 19-50 years (M=23, SD=7.96). The results indicated no significant correlation between test anxiety and teaching style and a negative significant correlation between test anxiety and self-perception of evaluation.

In contrast to above study by Atasheneh (2012). He said three components have been introduced for foreign language learning anxiety in the literature: Test anxiety, fear of negative evaluation and communication apprehension. This study teases out the first of the three components with special focus on listening comprehension test to investigate the correlation between listening test results and foreign language anxiety. More importantly, the study aims at questioning the role teachers can play in either alleviating or aggravating the anxiety which has been triggered in the listening test takers. For this purpose, a number of 60 intermediate-level EFL (English Foreign Language) learners participated in the study. To measure the level of

anxiety in the testees, a modified and translated version of foreign language class anxiety scale (FLCAS) (developed by Horwtiz, Horwitz, and Cope, p. 1986) was used to be correlated with the testees' scores in listening comprehension test. The results showed a moderate but significant negative correlation between FLCAS and listening comprehension (r=-.469). To answer the second research question, the high anxious participants underwent a treatment, which was designed to alleviate their foreign language learning anxiety. Immediately after the treatment, another listening comprehension test was administered to them to find out whether the treatment session can influence the test results. Using the statistical technique of t-test, the results showed that the high anxious informants had a significant improvement in the second listening comprehension test results due to the reduction of their level of anxiety in the treatment session. Finally, some suggestions were made to the teachers who seek to alleviate the amount of anxiety in their students.

Hypothesis three stated that Undergraduate who perceived high students' support would significantly report low test anxiety than those who perceived low students' support. The result showed that students' support has no significant influence on test anxiety. In contrast to the above study, According to Veed (2009), an adolescent's peer group has been theorized to influence the development of psychopathology. However, little research has examined the adolescent peer group using information obtained directly from peers in a longitudinal framework. Research has also been limited on peer group influence on the development of internalizing disorders. The study used Social Network Analysis to examine self-reported anxiety, depression, aggression, and delinquency in the fall and spring of one school year for students in a rural high school. In addition to examining the effect of the peer group on individual reports of psychopathology, the strength of this relation was compared to that of the

adolescent's closest friend. Potential moderators (peer group density, grade, and gender) of the relation between the peer group and individual psychopathology were examined. Results suggested that how the peer group variable is constructed affected the findings. When the peer group variable was constructed from reciprocated peer nominations, the peer group level of anxiety or depression predicted later individual changes in these measures. However, when the peer group variable was constructed from all incoming and outgoing nominations, regardless of reciprocation, the level of delinquency reported in the peer group predicted later change in individual delinquency. The peer group's level of aggression was not related to concurrent or later individual aggression. The adolescent's closest friend's level of psychopathology was not related to concurrent or later psychopathology. Peer group density was supported as a moderator of the relation between reciprocated peer group and individual anxiety, such that individuals from less dense peer groups were more influenced by the peer group. Grade was supported as a moderator of the relation between reciprocated peer group and individual level of anxiety, depression, and delinquency, with anxiety and depression showing the expected negative quadratic moderation effect, and delinquency showing an unexpected, positive moderation effect for grade.

Hypothesis four stated that male undergraduates will significantly report low test anxiety than female undergraduates. The result showed that, gender has no significant influence on test anxiety. Similar to the present study, According to Peker e' tal (2010), on Gender Related Differences in Mathematics Teaching Anxiety. The purpose of this study was to investigate the gender-related differences in mathematics teaching anxiety. There were a total of 368 pre-service mathematics teachers, 199 middle and 169 high school pre-service mathematics teachers involved in this study. The researchers gave the participants a Likert-type questionnaire, the

Mathematics Teaching Anxiety Scale (MATAS) that included 23 statements. After the collection of the data, the researchers used the independent samples t-test with in the analysis of the data. The study revealed that there was no statistically significant gender-related difference in mathematics teaching anxiety between pre-service male and female mathematics teachers, and that there was also no gender difference found in terms of mathematics teaching anxiety between pre-service male and female middle, and high school mathematics teachers.

In contrast to the study above, LeAnn Chandler (2006) compared male and female students in the 4th, 6th, and 10th grades to see which sex had more test anxiety. The students are from a rural town in Southeastern Ohio. A total of 85 students filled out the Revised Children's Manifest Anxiety Scale. The students were given the Revised Children's Manifest Anxiety Scale (RCMAS) two weeks prior to, one week prior to, and one week after the Ohio Fourth and Ohio Sixth Grade Proficiency Tests and the Ohio Graduation Test (OGT). The hypotheses of this study are that the 10th grade females will have greater test anxiety than the 4th and 6th grade males and females and the 10th grade males two weeks prior to the high stakes testing, one week prior to the high stakes testing, and their anxiety will decrease the most during the posttest. The results were analyzed using T tests. The results showed there was a significant difference between the 6th grade males and females during the pretest administration, with the males showing more anxiety.

5.2. Conclusion

The study investigated academic self-confidence, teachers' support and students' support on test anxiety among undergraduates. Four hypotheses were generated from this study, out of

which three were rejected and the other one was accepted. Based on these findings, the following are the conclusion drawn:

- Academic self-confidence significantly influence test anxiety among students.
- Teachers' support do not influence test anxiety among students.
- Students' support do not influence test anxiety among students.
- Gender do not influence test anxiety among students.

5.3 Implications of Findings

It was observed in the introduction of this work that test anxiety especially high and low levels adversely affects academic self-confidence of students to a great extent. Test anxiety attacks manifest in serious psychological behaviours such as palpitations, shortness of breath, profuse sweating, urge to micturate, gastric sensations, dizziness and so on. The Richard Driscoll (2005). Westside Test Anxiety Scale (WTAS) was used to collect the data for this study which indicates how generally students feel during tests. The implications of this study, is to know how students feel when taking test and how teachers can now master the techniques of reducing test anxiety from the students. The instrument discriminates students with varying levels of test anxiety and will now be easy for teachers to help student individually overcome test anxiety.

5.4. Recommendations

The present study contributes to existing knowledge and expands the understanding of influence of academic self-confidence, teachers' support and students' support on test anxiety among undergraduates. However, based on the findings of the study, following recommendations for future research could be taken into review. Researcher recommended that young people be educated on how to overcome test anxiety. Also students should be educated how to have self-

confidence on their day to day activities. They should also educate them on how to perceive that they have positive support from their teachers or from their students all the time. To the parents/ guardians they should not over autocratic to their children so that it won't cause anxiety for them later in future. Also, to student this study can serve as enlightment on strike a balance between their teachers' support and test anxiety and advantages of having a reading /study for upcoming exam or test.

5.5. Limitations of the Study

Several limitations of the study should be mentioned. Which include the following: First, the cause-effect relationships could not be determined from this accidental sampling design data. Data were collected using self-reporting questionnaires, which may cause bias to study. The researcher was faced with financial challenges in the course of administering the questionnaires, because of transportation fare and retrieve of the questionnaire from the respondent. Also, the participant of this study were limited to the population of student in Oye and Ikole campus. Another limitation was that, the participants sampled for this study were just one university. Reason for this limitation is because not all students in Federal university Oye and Ikole may be anxious about the testing or examination and the sample may not be representative of the entire population.

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Appendix 1

QUESTIONNAIRE

DEPARTMENT OF PSYCHOLOGY
FACULTY OF THE SOCIAL SCIENCES
FEDERAL UNIVERSITY OYE-EKITI

Dear Respondent,

This questionnaire is designed to obtaining information on questions raised. Your honest and **correct** responses are essential for this exercise to be successful. The information you give is **strictly** for research purpose only; therefore, whatever information you give will be given utmost confidentiality.

Thank you.

SECTION A

Demographic Information:

Sex: ..... Male ( ) Female ( )

Age: ..... (As at last birthday)

Level of Study: 100 ( ) 200 ( ) 300 ( ) 400 ( ) 500 ( )

Department:

Faculty: Social Sciences ( ) Humanities/Arts ( ) Engineering ( ) Sciences ( ) Agriculture ( )

Religious Affiliation: Christian ( ) Muslim ( ) Traditional ( )

SECTION B: Using the scale below, please indicate the level of your agreement with the following items by choosing the option that best represents your views. SA= Strongly Agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree.

S/N	Item	SA	A	U	D	SD
1	Our teachers/lecturers treat us fairly.					
2	When I need extra help, I can get it from my teachers.					
3	My teachers are interested in me as a person.					
4	Our teachers are nice and friendly.					

SECTION C: Using the scale below, please indicate the level of your agreement with the following items by choosing the option that best represents your views. SA= Strongly Agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree.

S/N	Item	SA	A	U	D	SD
1	I always approach academic situations with assurance.					
2	I would never take more than 15 hours of class.					
3	I am not an extremely confident person					
4	I am comfortable about extra work or activities.					
5	I never expect high grades.					
6	I am always apprehensive about graded work.					
7	I can be anything I want to be.					
8	I feel comfortable leading academic groups.					
9	Having high grades makes me feel good about myself.					
10	I enjoy offering answer in class discussion.					
11	I always try to participate openly in class.					
12	If I do not agree with a grade I have received, I always talk to the lecturer about it.					
13	I second-guessed my answers in this survey (i.e. in this questionnaire).					

SECTION D: Using the scale below, please indicate the level of your agreement with the following items by choosing the option that best represents your views. SA= Strongly Agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree.

S/N	Item	SA	A	U	D	SD
1	The closer I am to a major exam, the harder it is for me to concentrate on the material.					
2	When I study for my exams, I worry that I will not remember the material on the exam.					
3	During important exams, I think that I am doing awful or that I may fail.					

4	I lose focus on important exams, and I cannot remember material that I knew before the exam.					
5	I finally remember the answer to exam questions after the exam is already over.					
6	I worry so much before a major exam that I am too worn out to do my best on the exam.					
7	I feel out of sorts or not really myself when I take important exams.					
8	I find that my mind sometimes wanders when I am taking important exams.					
9	After an exam, I worry about whether I did well enough.					
10	I struggle with written assignments, or avoid doing them, because I feel that whatever I do will not be good enough. I want it to be perfect.					

SECTION E

Using the scale below, please indicate the level of your agreement with the following items by choosing the option that best represents your views. SA= Strongly Agree, A= Agree, U= Uncertain, D= Disagree, SD= Strongly Disagree.

S/N	Item	SA	A	U	D	SD
1	The students in my class enjoy being together.					
2	Most of the students in my class are kind and helpful.					
3	Other students accept me as I am.					
4	When a class mate is upset, other students comfort him or her.					

Appendix 2

Frequencies

Statistics

		Sex	LevelofStudy	Faculty	ReligiousAffiliation
N	Valid	206	206	206	206
	Missing	0	0	0	0

Frequency Table

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	117	56.8	56.8	56.8
	Female	89	43.2	43.2	100.0
	Total	206	100.0	100.0	

LevelofStudy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100 Level	46	22.3	22.3	22.3
	200 Level	65	31.6	31.6	53.9
	300 Level	77	37.4	37.4	91.3
	400 Level	18	8.7	8.7	100.0
	Total	206	100.0	100.0	

Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social Sciences	79	38.3	38.3	38.3
	Arts	18	8.7	8.7	47.1
	Engineering	16	7.8	7.8	54.9
	Sicences	46	22.3	22.3	77.2
	Agriculture	47	22.8	22.8	100.0
	Total	206	100.0	100.0	

ReligiousAffiliation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	171	83.0	83.0	83.0
	Islam	27	13.1	13.1	96.1
	Traditional	8	3.9	3.9	100.0
	Total	206	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	206	12	30	20.29	2.218
Valid N (listwise)	206				

Reliability for Teachers' Support Scale
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	206	100.0
	Excluded[a]	0	.0
	Total	206	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.739	4

Item Statistics

	Mean	Std. Deviation	N
TeacherSupport	3.44	1.166	206
V8	3.45	1.115	206
V9	2.92	1.168	206
V10	3.61	1.089	206

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TeacherSupport	9.97	7.258	.468	.716
V8	9.96	6.984	.565	.660
V9	10.49	7.266	.465	.718
V10	9.80	6.765	.637	.620

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.41	11.560	3.400	4

Reliability for Academic Self-Confidence Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	206	100.0
	Excluded[a]	0	.0
	Total	206	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.455	13

Item Statistics

	Mean	Std. Deviation	N
AcademicConfidence	4.30	.681	206
V12	3.69	1.078	206
V13	3.22	1.378	206
V14	3.65	1.039	206
V15	3.91	1.335	206
V16	2.14	1.019	206
V17	4.51	.770	206
V18	4.02	.929	206
V19	4.54	.870	206
V20	3.67	1.015	206
V21	3.61	1.084	206
V22	2.92	1.179	206
V23	2.48	1.317	206

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
AcademicConfidence	42.36	23.265	.312	.411
V12	42.97	25.087	-.044	.491
V13	43.44	21.281	.204	.421
V14	43.01	23.844	.084	.456
V15	42.75	22.824	.092	.461
V16	44.51	24.710	.003	.476
V17	42.15	23.764	.189	.431
V18	42.63	21.512	.395	.376
V19	42.12	22.884	.257	.414
V20	42.98	21.883	.302	.396
V21	43.04	20.822	.382	.369
V22	43.73	22.753	.146	.440
V23	44.18	23.894	.012	.487

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
46.66	25.778	5.077	13

Reliability for Test Anxiety Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	206	100.0
	Excluded[a]	0	.0
	Total	206	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.864	10

Item Statistics

	Mean	Std. Deviation	N
Anxiety	2.50	1.332	206
V25	2.46	1.263	206
V26	2.17	1.147	206
V27	2.14	1.102	206
V28	2.44	1.235	206
V29	2.54	1.224	206
V30	2.52	1.248	206
V31	2.83	1.262	206
V32	3.41	1.314	206
V33	2.41	1.265	206

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Anxiety	22.93	56.649	.543	.854
V25	22.98	56.175	.609	.849
V26	23.26	57.150	.625	.848
V27	23.30	56.541	.697	.843
V28	23.00	57.668	.539	.854
V29	22.89	57.150	.576	.851
V30	22.91	55.056	.685	.842
V31	22.60	56.104	.614	.848
V32	22.03	57.443	.509	.857
V33	23.02	59.946	.396	.866

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.44	69.311	8.325	10

Reliability for Students' Support Scale

Scale: ALL VARIABLES

Case Processing Summary

	N	%

Cases	Valid	206	100.0
	Excluded[a]	0	.0
	Total	206	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.743	4

Item Statistics

	Mean	Std. Deviation	N
StudentSupport	3.87	1.052	206
V35	3.76	.971	206
V36	3.91	.898	206
V37	3.57	1.174	206

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
StudentSupport	11.24	5.724	.543	.680
V35	11.35	5.643	.645	.625
V36	11.20	6.339	.535	.689
V37	11.54	5.654	.453	.743

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15.11	9.563	3.092	4

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Age	20.29	2.218	206
LevelofStudy	2.33	.919	206
TeachersSupportScale	13.4078	3.39996	206
StudentsSupport	15.1117	3.09242	206
AcademicselfConfidenceScale	46.6553	5.07722	206
TestAnxiety	25.4369	8.32530	206

Correlations

		Age	LevelofStudy	TeachersSupportScale	StudentsSupport	AcademicselfConfidenceScale	TestAnxiety
Age	Pearson Correlation	1	.209**	.035	.039	.086	-.001
	Sig. (2-tailed)		.003	.615	.582	.216	.984
	N	206	206	206	206	206	206
LevelofStudy	Pearson Correlation	.209**	1	-.085	-.069	-.087	-.153*
	Sig. (2-tailed)	.003		.226	.321	.216	.028
	N	206	206	206	206	206	206
TeachersSupportScale	Pearson Correlation	.035	-.085	1	.229**	.259**	-.046
	Sig. (2-tailed)	.615	.226		.001	.000	.512
	N	206	206	206	206	206	206
StudentsSupport	Pearson Correlation	.039	-.069	.229**	1	.224**	.017
	Sig. (2-tailed)	.582	.321	.001		.001	.804
	N	206	206	206	206	206	206
AcademicselfConfidenceScale	Pearson Correlation	.086	-.087	.259**	.224**	1	-.257**
	Sig. (2-tailed)	.216	.216	.000	.001		.000
	N	206	206	206	206	206	206
TestAnxiety	Pearson Correlation	-.001	-.153*	-.046	.017	-.257**	1
	Sig. (2-tailed)	.984	.028	.512	.804	.000	
	N	206	206	206	206	206	206

**Correlation is significant at the 0.01 level (2-tailed).
Correlation is significant at the 0.05 level (2-tailed).

T-Test

Group Statistics

	TeachersSupportScale	N	Mean	Std. Deviation	Std. Error Mean
TestAnxiety	High	114	25.6842	8.67028	.81205
	Low	92	25.1304	7.91329	.82502

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TestAnxiety	Equal variances assumed	1.543	.216	.474	204	.636	.55378	1.16899	-1.75107	2.85862
	Equal variances not assumed			.478	200.890	.633	.55378	1.15762	-1.72886	2.83641

T-Test

Group Statistics

	AcademicselfConfidenceScale	N	Mean	Std. Deviation	Std. Error Mean
TestAnxiety	High	104	23.5577	7.98886	.78337
	Low	102	27.3529	8.26138	.81800

ndent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
iety	Equal variances assumed	1.699	.194	-3.352	204	.001	-3.79525	1.13223	-6.02763	-1.5628
	Equal variances not assumed			-3.351	203.428	.001	-3.79525	1.13260	-6.02840	-1.5621

T-Test

Group Statistics

	StudentsSupport	N	Mean	Std. Deviation	Std. Error Mean
TestAnxiety	High	108	25.4815	8.64944	.83229
	Low	98	25.3878	7.99695	.80781

ndent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nxiety	Equal variances assumed	1.284	.259	.081	204	.936	.09373	1.16430	-2.20187	2.38932
	Equal variances not assumed			.081	203.925	.936	.09373	1.15986	-2.19313	2.38058

T-Test

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
TestAnxiety	Male	117	26.0085	8.19850	.75795
	Female	89	24.6854	8.47670	.89853

nt Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Inter of the Difference	
									Lower	Upper
ety	Equal variances assumed	.039	.843	1.131	204	.259	1.32315	1.17017	-.98403	3.63034
	Equal variances not assumed			1.126	186.252	.262	1.32315	1.17552	-.99589	3.64220