

# THE RELATIONSHIP BETWEEN EFFECTIVE TIME MANAGEMENT AND THE ACADEMIC SUCCESS OF STUDENTS

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## ABSTRACT

The deed of educating others is morally commendable. When it comes to the effectiveness of the teacher in the overall learning process, the elements that make up the teacher's personality are just as important. The level of scholastic achievement attained by educators receives a lot of attention, to the exclusion of their personality parameters. The purpose of this investigation is to investigate whether or not there is a correlation between academic success and teaching aptitude, attitude, and anxiety in Master of Education students. For the purpose of the research, a random sample of 296 Master of Education students was chosen from departments and colleges of Education that are affiliated with Dr. Babasaheb Ambedkar Marathwada University in Aurangabad. Students pursuing a Master of Education were evaluated on their teaching aptitude, demeanor, and anxiety levels using standardised tests. Inferential analysis on the data that was collected was performed with the help of the statistical instrument known as linear regression. It was discovered that students' levels of teaching aptitude and anxiety are significant predictors of their academic performance score when it comes to M.Ed. students. It was discovered that anxiety has a detrimental effect on one's ability to perform well academically. It has been suggested that additional research into the part that anxiety plays in the field of educator preparation be carried out.

**Keywords:** *Teaching Aptitude, Teaching Attitude, Anxiety, Academic Achievement*

## INTRODUCTION

A human being will, at some point in their lifetimes, come up against a variety of mental and psychological pressures, all of which are grouped together under the umbrella term "stress." Stress is an obligatory and unavoidable component of daily life. It is obligatory because without some stress, humans would be listless and apathetic creatures, and it is unavoidable because it relates to any external incident, whether it is pleasurable or produces consternation. Stress can be positive when the circumstances offer an opportunity for a person to acquire something; stress can be negative when the circumstances do not offer an opportunity to acquire something. It serves as a driver for exceptional levels of achievement. When a person is dealing with issues in their social life, physical life, moral life, cultural life, organisational life, environmental life, intellectual life, or emotional life, they may experience detrimental effects from stress.

Any state of affairs or any thought, notion, or perception that compels you to feel frustrated, demolished, calm less, angry, nervous, or anxious can be a source of stress. Stress can come from anywhere in your life. One explanation for stress is that it is the body's reaction to a change that necessitates an adjustment or response on multiple levels, including the physical, mental, psychological, social, intellectual, and emotional levels. If students want to excel in their scholastic work, they should expect to experience a healthy amount of stress on a regular basis. Before the 1920s, the word "stress" did not have any of the instantaneous connotations that it has today. It was a conformation of the Middle English distress, derived via old French from the Latin Stringer, "to draw tight". It had long been in use in Physics to refer to the internal dissemination of a force exerted on a material stuff, resulting in strain. In the 1920s and 1930s the term was now and then being used in Biological and Psychological circles to refer to a mental strain, unbidden happening or more curatively a detrimental environmental emissary that could cause illness. Academic Stress: When humans talk about academic stress, they are generally talking about pressure to perform well in academics and school that you put on yourself or that others imposed on you. Taking lots of hard classes, feeling the need to get good grades in academics, worrying about in to college, or the right college, it can all be academic stress.

If you are worrying a lot about school, talk to a trusted adult. Academic stress can be caused by lack of confidence in ability to do something good demanded of you. In this respect going through university, particularly upper year courses increase not only your ability to deal with stress but also lowers it because it increases the amount and quality of work you are confident in your ability to complete. This assumes it eventually work stops increasing faster than your perceived ability level. Academic pressures associated with exam periods mostly. Sources of academic stress may vary from leaving home; illness; jobless; sexual assault; commuting to school; living with a roommate; great disaster; love; meeting new people; dealing with multiple priorities- like getting your school work done, socializing, working; to meeting family demands and getting good grades; meeting the expectations of parents, teachers, and friends; not having enough time to get everything done; and being exposed to different values, rituals, beliefs, customs, cultures, lifestyles and temptations etc.

Psychiatrists have expressed concern at the emergence of education as a serious source of stress for school-going children - causing high incidence of deaths by suicide. Many adolescents in India are referred to hospital psychiatric units for school-related distress – exhibiting symptoms of depression, high anxiety, frequent school refusal, phobia, physical complaints, irritability, weeping spells, and decreased interest in school work. Fear of school failure is reinforced by both the teachers and the parents, causing children to lose interest in study. This is similar to the scenario in the East Asian countries where psychiatrists use the terms 'high school senior symptoms' or 'entrance examination symptoms' to indicate mental health problems among students. Academic Achievement School and classroom Environment play a vital role in overall development of the students. The quality of education in the classroom is of great importance to students and creating an environment which respects diversity and appreciates individual differences contributes to student achievement and success. 'Academic' those activities related to studies in learning context, be it formal, non-formal and informal.

Students need proper education, training, environment, and healthy relationship among his known person such as family members, friends, Teachers, and locality for good academic achievement. School and family should

provide a sound and healthy environment for students so that they could get all-around development of their personality. "Academic achievement" refers to the average marks obtained by a student in the final examinations

**OBJECTIVE OF STUDY**

- To investigate the connection between the scholastic achievement score of Master of Education students and the scores they receive on standardised tests measuring their attitudes, aptitudes, and levels of anxiety
- To investigate the influence that students' time management has on their academic performance

**RESEARCH METHOD**

The researcher utilised a two-by-two-by-three factorial design or method. This indicates that he is working with three independent variables, each of which has two categories. Therefore, in his research, he looks at eight different conditions, each of which represents a unique combination of all levels, including two genders, two kinds of schools, two academic levels, and so on. Fisher pioneered the use of the FD procedure in the year 1926. In the optimisation method, it is utilised as an application.

The research was conducted using a mixed-method strategy, which included quantitative and qualitative components. (Creswell, 2014). The purpose of this study was to assess the level of test anxiety and to identify the relationship between test anxiety and academic achievement based on average score among secondary school students in grade ten in Shirka Woreda, Oromia Regional State, Ethiopia. This research was conducted using a descriptive, cross sectional, and correlational design. For the purpose of this investigation, both primary and secondary sources of data were utilised. The students and instructors of secondary schools in Shirka Woreda located in the Arsi Zone of Oromia regional State served as the primary sources of information for this study. The documents that were used to collect secondary sources of data were primarily centred on keeping records of students' average scores across a variety of subjects.

Sample size and sampling approaches Students and teachers from grade ten made up the population for this research. The schools in question were located in the Shirka Woreda of the Arsi Zone in the Oromia Regional State. There were a total of 1,336 students enrolled in the tenth grade at the three sample secondary institutions (Shirka, GadoGuna, and Tereta). (male 762, female 574). The method of determining sample size that was recommended by Yamane (1967:886 as referenced in Israel, 1992) was used to get the determined sample size for the present study. This method was used to get the determined sample size for the present study. The following is the formula for this particular technique of sampling:

$$n = \frac{N}{1+N(e)^2}$$

Where n represents the size of the sample, N represents the size of the population, and e indicates the degree of precision. The formula makes the assumptions that the degree of confidence is 95% and that P=.5 is used. After that, based on the data: N=1336, e=.05, and consequently:

$$n = \frac{1336}{1+1336(.05)^2} = \frac{1336}{1+1336(.0025)} = \frac{1336}{1+3.34} = \frac{1336}{4.34} = 308$$

In accordance with this methodology, a total of 1336 students (males = 762, females = 574) were randomly selected to become a part of the study's sample population of 308 students (males = 176, females = 132). The participants came from three different secondary schools: Shirka, with 185 students (103 males and 82 females), Gado-Guna, with 52 students (33 males and 19 females), and Tereta, with 71 students (40 males and 31 females). The proportion of males and females in each school was taken into consideration while recruiting participants. The list of all of the students attending each

secondary school was made available to the principal and his vice principal. Using a method of random sampling that was both stratified and systematic, a total of 132 male and 176 female students were chosen for the study. This was done by selecting the entries on the list with odd numbers from the total number of students. Instruments used for acquiring data The data were obtained using a questionnaire consisting of two parts. The first component of this study focused on the demographic information of the participants, such as their age, average score, and academic level. The Test Anxiety Inventory (Spielberger, 1980) was included in the second section of the questionnaire. This inventory served as a measurement tool for the primary outcome variable of the present study, which was test anxiety among secondary school students.

The TAI is comprised of twenty questions, each of which asks participants to rate, using a scale similar to the Likert one, the frequency with which they experience the feeling that is being described. There are four possible responses: (1) nearly seldom, (2) sometimes, (3) often, and (4) practically always. Choose one. There are things on the scale that are worded positively as well as items that are worded negatively. The worry component is measured by eight of the items, the emotionality component is measured by eight of the items, and the remaining four items contribute to the total TAI-T score. In this study, a reliability analysis was performed on the test anxiety inventory, and the results showed that the inventory had a high degree of reliability, as shown by a Cronbach's Alpha value of 0.81. The Test Anxiety Inventory (TAI) was originally drafted in English, but it has now been translated into the local languages of Afan Oromo and Amharic to improve readability and ensure that it is easily comprehended by the students who participated in the study.

The Test Anxiety Inventory (TAI) was shown to two English language teachers from Shirka preparatory schools who had MA degrees in order to solicit their feedback. The statements that were too vague were clarified after receiving feedback from the instructors. The redesigned and revised Test Anxiety Inventory was provided among the respondents with the appropriate explanations on how to complete it. The participants were given assurances regarding the privacy and confidentiality of the data that was obtained from them. Interview For the purpose of this study, a structured type of interview was created for randomly selected teacher respondents. The reasoning behind this preparation was based on the presumption that this sort of interview makes it easier to obtain similar information and is less time consuming to carry out.

## DATA /ANALYSICS

Analysis of Documents The total average score of the student participants' first semester classroom final test in six courses (English, Mathematics, Physics, Chemistry, Geography, and History) was gathered from the record offices of three sample secondary schools. These topics were chosen because they are examples of linguistics, natural sciences, and social sciences, respectively. During the 2019 school year, a score out of 100 was used to determine the average. Individual differences in test anxiety were analyzed using the valid and reliable instrument known as the Test Anxiety Inventory, which was developed by Spielbeger (1980). In light of the fact that Legese (2014) administered the test anxiety inventory to students at Addis Ababa University, whereas the current study recruited students from secondary schools, it was necessary to revalidate the instrument. In order to determine the instrument's face validity, it was presented to three experts working in the field of educational psychology. A couple of minor comments were made, such as how the phrases "course" and "grade" were renamed "subject" and "score" in order to more accurately depict the amount of anxiety that the students had during the study. A pilot study was conducted in order to test and make improvements on the instruments employing 40 (male 25, female 15) grade ten students who were randomly selected from Sole-Digelu secondary school. The purpose of this study was to determine the reliability of the instrument, and the pilot study was carried out in order to test and make improvements on the instruments. In order to evaluate the internal consistency of the items, Cronbach alpha was computed. The Cronbach Alpha Reliability Coefficient was utilized in order to arrive at a conclusion on the reliability coefficient of the Test Anxiety Inventory. It was discovered that this number was equal to.81. Ethical issues The

researchers made an effort to shield the respondents from any potential adverse effects that may have been a direct result of their involvement in the research.

The ethical committee of the research unit at the College of Education and Behavioral Science at Arsi University gave their blessing for the researchers to proceed with the study after they presented their case to them. Participation was entirely on a volunteer basis. The completion of the questionnaire constituted informed consent as long as there was agreement to do so. The confidentiality and anonymity of the data that was acquired from the subjects, as well as the fact that the data will only be utilized by the researchers for the purpose of the current study, were both assured to the participants.

The technique for collecting data Participants who gave their consent to take part in the study were given a brief explanation about the study itself. The researchers coordinated with the teachers of a variety of subjects to set aside fifteen to twenty minutes of the students' class time to have them fill out the survey questionnaire. In addition, in order to collect information from certain pupils, interviews took place with them either one-on-one or in small groups in the school's lobby and cafeteria. Analysis of the Data In this particular research endeavor, both quantitative and qualitative approaches to the analysis of the data were utilized. The SPSS statistical software package version 22 was used to code the data, enter the data, clean the data, and analyze the data. (Creswell, 2014). The data was laid out using descriptive statistics, specifically in the form of frequency and percentage distributions. The results of the Pearson Product Moment Correlation were shown as means and standard deviations. The study factors were taken into consideration in order to carry out the statistical analysis that was necessary. ( $p < 0.05$ ) was decided upon as the level of significance to use. In the end, the outcomes of the interviews were subjected to qualitative analysis and interpretation. Afr Educ Res J 544

## RESULTS AND DISCUSSION

The purpose of this chapter is to examine, present, and analyze the data that was acquired from the respondents through the use of questionnaires, interviews, and document analysis. As a result, both the quantitative and the qualitative analyses of the data have been combined within this chapter. The qualitative component served as a helpful supplement to the quantitative analyses. The research questions guided the analysis of the data, which included calculating frequencies, percentages, means, standard deviations, and Pearson product moment correlations to analyze and report the findings of the research.

Results The purpose of this research was to investigate whether or not there is a correlation between students' levels of test anxiety and their academic performance in secondary school. Demographic characteristics of study participants In this section, frequencies and percentages were used to describe and summarize data in reference to demographic characteristics of the respondents. The age of the respondents and the status of the schools were considered to be the demographic variables that were studied. The respondents' average scores on standardized tests of academic achievement were studied, in addition to their ages and the state of their schools. The characteristics of those who responded to the survey are broken down in greater detail in Table 1. According to the findings of the analysis, there were a total of 308 secondary school students and 8 teachers that took part in the research. According to the data presented in Table 1, 176 (57.1%) of the student responders were male, while 132 (42.9%) were female. There were a total of 8 teachers who participated in the survey, including 5 males and 3 females.



Name of sample Schools	Student participants			Teacher participants		
	Male	Female	Total	Male	Female	Total
Shirka	103	82	185	3	1	4
Gado-Guna	33	19	52	1	1	2
Tereta	40	31	71	1	1	2
Total	176	132	308	5	3	8

Table 1. Demographic characteristics of the study participants.

Degree of worry about the exam Test Anxiety Inventory (TAI), which was established by Spielberger, was used to quantify the level of test anxiety experienced by student respondents. The distribution of frequencies and percentages of TAI results was utilized. (1980). The results of the Test Anxiety Inventory are summarized in Table 2, which includes the replies of the student participants. Table 2 makes it abundantly clear that a significant number of students exhibit signs of test anxiety, which is reflected in the degree to which they are worried about the test. This finding pertains to the students' overall levels of anxiety.

Items	Almost never	Sometimes	Often	Almost always
1 I feel confident and relaxed while taking test	110(36.7)	60(20)	41(13.7)	89(25.7)
2 While taking test, I have uneasy and upset feeling	68(22.7)	40(13.3)	91(30.3)	101(33.7)
3 Thinking about my score in a subject interferes my work on test	55(18.3)	64(21.3)	71(23.7)	110(36.7)
4 I freeze up on important exam /test	96(32)	67(22.3)	65(21.7)	72(24)
5 During exams I find myself thinking about whether will ever get through school.	67(22.3)	56(16.7)	67(22.3)	110(36.7)
6 The harder I work at taking a test, the more confused I get	43(14.3)	60(20)	178(59.3)	19(6.3)
7 Thoughts of doing poorly interfere with my concentration on test	66(22)	71(23.6)	62(20.6)	101(33.6)
8 I fell very confused when taking an important test	55(18.3)	52(17.3)	88(29.3)	105(35)
9 Even when I am well prepared for a test, I fell very nervous about it	61(20.3)	76(25.3)	54(18)	109(36.3)
10 I start feeling very uneasy just before getting test paper back	61(20.3)	58(19.3)	49(16.3)	132(44)
11 During test I fell very tense	64(21.3)	68(22.7)	58(19.3)	110(36.7)
12 .I wish examination did not bother me so much	100(33.3)	85(28.3)	59(19.7)	56(18.7)
13 During important test, I am so tense that my stomach get in upset	51(17)	64(21.3)	97(32.3)	88(29.3)
14 I seem to defeat myself while working important tests	67(22.3)	75(25)	96(32)	62(20.7)
15 I fell very panicky when I take an important tests	64(21.3)	66(22)	94(31.3)	76(25.3)
16 I worry a great deal before taking an important examinations	51(17)	54(18)	97(32.3)	98(32.6)
17 During tests, I found myself thinking about the consequences of failing	54(18)	61(20.3)	82(27.3)	103(34.3)
18 I felt my heart beating very fast during the time of my important examinations	70(23.3)	61(20.3)	64(21.3)	105(35)
19 After completing my examination, I try to stop worrying about it but I can't	52(17.3)	56(18.7)	90(30)	102(34)
20 During examinations I get so nervous that I forgot facts that I really know and prepared best	46(15.3)	85(28.3)	68(22.6)	101(33.6)

Table 2. The frequencies and percentages of preference for the level of test anxiety (N = 300).

	Academic achievement	Test anxiety
Academic Achievement Pearson correlation	1	-.030*
Sig. (2-tailed )		.602
N	300	300
Test Anxiety Pearson correlation	-.030*	1
Sig. (2-tailed )	.602	
N	300	300

Table 3. Pearson product moment correlation coefficient of test anxiety and academic achievement (N = 300).

poor achievement among the students and vice-versa. Therefore, it was concluded that there was statistically significant negative relationship between Test Anxiety and Academic Achievement among the students. Test anxiety score of male and female students The test anxiety score of male and female respondents was measured by mean for the selected subjects

was resented as follows in Table 4. The results as presented in Table 4, item 3 show that the test anxiety of males ( $M = 2.89$ ) differs from females ( $M = 2.77$ ). It implies that majority of the students thinking about their score in a subject interfere their work on test. While, for females the highest mean score on test anxiety was indicated on item 17 (mean = 2.93) showing that majority of the students thinking about the consequences of failing. The mean scores of male students ranged from 2.14 to 2.89, with the mean average score of 2.52.

While, the test anxiety means score of female students ranged from 2.20 to 2.93, with the mean average score of 2.75. These results indicate that female secondary school students were more test anxious than male secondary school students. Test anxiety scores between the three secondary school students The test anxiety scores of the three secondary school respondents were measured by mean for the selected subjects was resented as follows in Table 5. As indicated in Table 5, the test anxiety score of Shirka secondary school students ranged from 2.21 to 2.80, with the mean score of 2.50. Test anxiety score of Gado-Guna secondary school students ranged from 2.12 to 2.88, with the mean score of 2.59. The test anxiety score of Tereta secondary school students ranged from 2.18 to 2.94, with the mean score of 2.74.

These results indicate that majority of Tereta Secondary school students were more test anxious than the other two secondary school (Shirka and Gado-Guna) students. The response of the interview Further analysis of the qualitative data obtained confirmed that students experienced nervousness before, during and after test. Nervousness is one of the behavioral symptoms of test anxiety that is experienced by the students due to motor restlessness. The teachers interviewed stated that the students forgetting facts due to excess nervousness and this resulted to them failing in the test. Concerning the first question, the teacher-3 was asked to respond for question "In your opinion what causes anxiety during test/exam?"). He said that: "When the students don't manage their time properly that means if they don't complete their homework, class work, assignment and when they are not prepared for taking a test at a time these leads to lack of self-confidence and anxiety. Some students stressed by time limitation of a test, because they are not sure to complete the test within the time given." Teacher 3.

The excerpt from teacher 3 is an indicator that lack of preparation for the test, low self-confidence, fear of failure and time limitation of a test make the students feel anxious. Ultimately, these make the students anxious. Concerning the second question, the teacher-6 was asked to respond for question "According to your observation and experience, what are the feelings of test taking students?" "Most of the students when they were taking test, they were so nervous and they always feel like they were going to fail the test. They sometimes feel like they haven't studied enough. They sometimes feel not good at all and they worry and think about their result. They were in a lot of stress always about test. Even they can't read properly. This usually makes them forget to answer even simple questions correctly". Teacher 6.

No	Item	M	F
1	I feel confident and relaxed while taking test	2.65	2.47
2	While taking test, I have uneasy and upset Feeling	2.84	2.86
3	Thinking about my score in a subject interferes my work on test	2.89	2.77
4	I freeze up on important exam /test	2.79	2.75
5	During exams I find myself thinking about whether will ever get through school.	2.72	2.79
6	The harder I work at taking a test, the more confused I get	2.44	2.70
7	Thoughts of doing poorly interfere with my concentration on test	2.34	2.80
8	I felt very confused when taking an important test	2.38	2.76
9	Even when I am well prepared for a test, I felt very nervous about it	2.49	2.85
10	I start feeling very uneasy just before getting test paper back	2.30	2.82
11	During test I felt very tense	2.38	2.70
12	I wish examination did not bother me so much	2.36	2.20
13	During important test, I am so tense that my stomach get in upset	2.59	2.89
14	I seem to defeat myself while working important tests	2.14	2.88
15	I felt very panicky when I take an important tests	2.28	2.74
16	I worry a great deal before taking an important examinations	2.37	2.85
17	During tests, I found myself thinking about the consequences of failing	2.57	2.93
18	I felt my heart beating very fast during the time of my important examinations	2.76	2.70
19	After completing my examination, I try to stop worrying about it but I can't	2.72	2.80
20	During examinations I get so nervous that I forgot facts that I really know and prepared best	2.39	2.69
	Mean average score	<b>2.52</b>	<b>2.75</b>

**Table 4. Means of preference for the test anxiety scores of the male and female students.**

No	Items	Shirka	Gado	Tereta
1	I feel confident and relaxed while taking test	2.70	2.72	2.86
2	While taking test, I have uneasy and upset Feeling	2.80	2.88	2.87
3	Thinking about my score in a subject interferes my work on test	2.43	2.77	2.84
4	I freeze up on important exam /test	2.73	2.70	2.88
5	During exams I find myself thinking about whether will ever get through school.	2.21	2.82	2.66
6	The harder I work at taking a test, the more confused I get	2.31	2.52	2.88
7	Thoughts of doing poorly interfere with my concentration on test	2.51	2.32	2.58
8	I felt very confused when taking an important test	2.31	2.34	2.61
9	Even when I am well prepared for a test, I felt very nervous about it	2.32	2.51	2.73
10	I start feeling very uneasy just before getting test paper back	2.42	2.51	2.75
11	During test I felt very tense	2.52	2.48	2.62
12	I wish examination did not bother me so much	2.54	2.12	2.18
13	During important test, I am so tense that my stomach get in upset	2.56	2.81	2.85
14	I seem to defeat myself while working important tests	2.40	2.47	2.66
15	I felt very panicky when I take an important tests	2.33	2.58	2.92
16	I worry a great deal before taking an important examinations	2.68	2.78	2.79
17	During tests, I found myself thinking about the consequences of failing	2.56	2.54	2.94
18	I felt my heart beating very fast during the time of my important examinations	2.55	2.53	2.78
19	After completing my examination, I try to stop worrying about it but I can't	2.64	2.73	2.91
20	During examinations I get so nervous that I forgot facts that I really know	2.52	2.55	2.55
	Mean average score	2.50	2.59	2.74

**Table 5. The means of preference for the test anxiety scores of the three secondary school students.**

According to the passage from teacher 6, there is a significant amount of test anxiety being experienced by the children. This causes people to feel incredibly worried, and as a result, it causes them to forget even the most basic facts when they are taking the test, which further makes them uncomfortable. Concerning the third question, it was requested that the



teacher-7 provide a response to the following: "In your opinion, at what point does the level of anxiety increase? before test, during test or after test?". The students' responses indicate that they experienced test anxiety before the exam, while they were taking the test, and after the test; however, the majority of the students reported test anxiety before taking a test. In regard to the fourth question, the teacher number five was questioned about her response to the following: "What do you suggest and recommend in order to alleviate this test taking anxiety problem of the students?" The principal and the teachers at the school should be the ones to take on the most significant responsibilities in this matter. The setting of the examination hall, such as the sitting arrangement, should be adjusted by the administrators of the school.

They should also provide psychological counseling for pupils who are concerned about taking exams or tests. Before administering exams, teachers should do more to inspire their pupils and provide more information on the nature of the assessments, including the amount of questions and topics covered. In addition to this, the instructor needs to provide sufficient time for students to finish the test." instructor 5. The response given above is an indication that school officials and instructors have the most essential role in reducing the anxiety that kids experience when taking standardized tests. It is highly vital to both adjust the physical conditions of the test hall and provide psychological therapy to pupils who are nervous about their upcoming exams. Before administering exams, teachers should provide information to students about the types of questions that will be on the exam as well as the total amount of questions. The instructors ought to allow sufficient time for students to finish the test. The pupils would feel less apprehensive about their tests if they followed these advice. Discussion The primary objective of the present investigation was to investigate the association between test anxiety and academic achievement among students enrolled in secondary schools. The level of test anxiety of the students An attempt was made in this section to answer the research question, "What is the level of test anxiety in Afr Educ Res J 548 Shirka Woreda secondary schools of grade ten students? " The results of the data analyses were therefore summarized with respect to the five research questions of the study discussed as follows."

According to the findings presented in Table 2, the vast majority of students suffered from a high level of test anxiety when they were required to take exams. It can be deduced from this that the students' levels of test anxiety differ from one another in a manner that is detectable by statistical methods. The majority of kids exhibit high levels of test anxiety, although the amounts of anxiety experienced by each student can vary significantly. The majority of those who participated in this study reported having high levels of exam anxiety. An additional analysis of the qualitative data acquired revealed, in addition, that students experienced uneasiness prior to, during, and after examinations. The teacher who was interviewed stated that the kids were forgetting information owing to excessive anxiousness, which led to their poor performance on the test. Low academic achievement is directly correlated to excessive test anxiety. In this respect, therefore, the finding of the current research lends credence to the study that was carried out on the association between anxiety levels and academic achievement among children attending a selection of secondary schools. These findings are very similar to those found in a study that was carried out by other researchers. Students in secondary schools either had a moderate or a high level of test anxiety. The conclusion, on the other hand, contradicts the findings of a study that indicated a low degree of test anxiety to have a relationship with academic achievement. The current study found that there was a significant relationship between test anxiety and secondary school students' average score. A moderate level of test anxiety is essential for better academic achievement, whereas the absence of anxiety ultimately lead to poor academic achievement as anxiety is a trigger factor to uphill struggle among students.

## CONCLUSIONS

The findings of this study demonstrated that there is no correlation between test anxiety and the overall score achieved by secondary school pupils. In addition, a relatively small number of subjects reported having severe test anxiety. Test anxiety is not directly affecting a student's academic achievement; rather, anxiety during examinations functions as a motivating element, according to Alemu and Feyssa 549. While the majority of participants had minor anxiety during examinations,

this indicates that test anxiety is not directly effecting academic achievement. Although it is vital to assist secondary school students in coping with stress and reducing test anxiety as effectively as possible through group work involving students, parents, teachers, and administrators, it was clear that very few students had significant test anxiety. Despite this, it is essential to assist secondary school students in coping with stress and reducing test anxiety. The findings point to the necessity for students to keep themselves in the best possible state of health and mind throughout examinations since doing so is critical for achieving higher levels of academic success. The interviewees' responses indicate that the causes of test anxiety include a lack of preparation for the tests, low self-confidence, fear of failure, and previous test experiences. Another factor that contributes to test anxiety is the manner in which difficult material covered in class is evaluated by the test, as well as the extensive amount of material that must be covered. Anxiety related to tests is caused by time constraints and stress during the administration of the test. The other reason is that kids become more concerned when they have to take tests in difficult areas like mathematics, physics, and chemistry because they are afraid of being asked hard problems.

According to the findings of the interviews, the vast majority of students experience test anxiety before taking a test. Since teachers and school administrators are the ones who should play the most significant role in reducing test anxiety, this finding suggests that they should take the lead in this effort. The students should do their best to prepare in order to reduce their exam anxiety, and it is also suggested that those students who are particularly concerned receive psychiatric treatment. The findings of this research led the researchers to the conclusion that a sizeable proportion of the students who took part in the study suffered from mild to severe cases of test anxiety. Helping children in secondary schools cope with stress and reduce their exam anxiety in an effective manner through the use of group projects including the students themselves, their parents, their teachers, and any other parties affected is of the utmost importance. In addition, in order for secondary school pupils to have improved academic performance, they need be instructed in efficient methods of managing both their time and their worry. Since the existing study does not provide information regarding the physiological and psychological factors that lead to severe test anxiety, additional research is essential to investigate these elements that cause test anxiety, particularly among secondary school students.

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