

Influence of Anxiety on the Academic Performance in Gse English among NCE Students of Federal College of Education (Technical} Bichi.

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Abstract

This study investigated the Influence of Anxiety on the academic performance In GSE English among NCE students of Federal College of Education Technical Bichi. Two objectives; are set to guide the study as follows, to determine the levels of Academic Anxiety among NCE Students of Federal College of Education Technical Bichi. To Examine gender differences in academic performance of students in GSE English among NCE Students of Federal Colleges of Education Technical Bichi the study has two research questions and one hypothesis was formulated in null and alternate. Descriptive survey design was adopted for the study. Because the study is trying to measure the level of anxiety among the students and also comparing groups, survey designs allow to collect data and analyze the difference. The population of the study consisted of 2,925 NCE students registered GSE English across Federal College of Education Bichi. The sample size of 340 was drawn according to research advisors (2006). The study used multi-stage sampling technique. Across different groups An adapted Foreign language classroom Anxiety instrument developed from Hortwiz (1986) was used. Face validity was established by the experts in the Department of Education. divergent validity between Academic Self-efficacy questionnaire and Foreign Language classrooms Anxiety questionnaire, the result of the analysis indicated that the two instruments measured related but different factors, though the magnitude of the relationship is weak. Hence divergent validity established ($r = .315, p > .05$). the reliability of internal consistency was established using Cronbach Alpha reliability and the result of the analyses were as follows: values of 0.89 for Academic Anxiety Scale. The data collected from the field were analyzed in two ways; first by using descriptive statistics, to summarize and described the data, using frequency distribution. Secondly the Inferential statistics of t test for independent samples at 05 level of significance was used to test hypotheses 1, 2, The finding revealed that majority of the respondents were proved to have low anxiety(59.7%) also (40.3) high anxiety The Analysis on gender differences on Academic performance shows that gender do not vary significantly, on Academic

performance =(48.7) for male and (49.91) for female. This means gender does significantly influence GSE English performance. The findings recommended teachers to simplify the method of teaching and also create relaxation exercises; group work, interact with the students, and allow them to partake in co- curricular activities that will help them to relax and enjoyed their time, it will be useful in reducing academic anxiety. In addition, the students should take responsibility to seek for anxiety management help from teacher counsellors, other teachers or from the peer counselling clubs within their schools in order to ensure that their anxiety levels do not escalate to levels that impact negatively on their academic results.

Keywords: Anxiety Gender, Academic performance

Introduction

Federal Colleges of Education in Nigeria are grappling with record of mass failure in GSE English. In most of the GSE results in the colleges are usually sub-optimal as information emerging from examination bodies report terrible mass failure in GSE courses in the year 19/20 session out of population of 16740, 7726 equivalents to 46.2% failed and 25.3% weak grade only 28.5. % Passed successfully. Source. (Examination Offices, 2020) These outcomes of poor performance in GSE English have continued to be deteriorated every year, to the extent that only 32% percent of the students are able to graduate successfully. In the same vein in the year 20/21 session. 30% passed successfully. 27.3% get weak grade and 40.7% failed woefully in 20/21 session source: (Examination office, 2020/21) these problems are absolutely abominable and deplorable to the educational development of the country. However, failure to recognize these factors may retard the educational system and lead to higher failure rates particularly in GSE English courses. Therefore, it is imperative to find out the factors that are associated with failure of students in GSE English in order to reduce the problem.

Based on practical experience in the school environment and extensive reading the researcher will not be skeptical to say that the problem of mass failure in GSE English among NCE students in Federal Colleges of Education, is not natural, but a number of factors within and outside students are responsible to the problem. The factors are combination of psychological and environmental factors which is multi-dimensional concept that measures various interrelated aspect of behavior in natural or social environment. in other words, these factors are interplay between psychological (internal) and social (external) factors that are very crucial in the academic performance of students. Psychology is among many things that matters in human day today-activities. The success and failure we face in various activities we perform each day most often depend on our everyday psychology. As such students can suffer from various psychological, environmental, and social problems. These problems are multifaceted in nature which severely disrupts Students daily functioning in various occasions. For example, anxiety, depression, negative attitude, lack of motivation, study habit, low self-self-efficacy These psychological problems can lead students in higher institution to failure in their academic performance. In other words, students' performance is a byproduct of many factors, which include; social, psychological, and environmental factors these factors have a powerful influence on Student's academic success either positively or negatively, but the factors vary from one student to another. Therefore, the focus of this research is to examine the influence Academic Anxiety, gender as independent

variables, with Academic performance in GSE English among NCE students of Federal colleges of Education Bichi as Dependent Variables. The description of the variables below:

Anxiety; is a multidimensional emotional state characterized by apprehension, worry, and physiological arousal in anticipation of future threat (American Psychological Association. {APA},2023). Anxiety common phenomenon prevalent among all students studying at different levels of education. It refers to feeling of tension, worry and nervousness directly related to academic tasks such as examinations, class presentation or general academic performance. (putwan& Daly,2014) it encompasses test anxiety, fear of failure and apprehension about negative evaluation. (Mcdonald,2018). Cassady and Johnson (2002) note that Academic Anxiety can negatively impact learning, as students experience heightened anxiety are often unable to concentrate effectively-and may underperform academically. Moderate level of Anxiety is essential for success in academics However, severe academic anxiety proves to be destructive for students, because it is negatively correlated with academic performance. In the Nigerian context has been associated with systematic factors such as high limited resources, high-stakes examinations, and parental pressure which often increase the emotional burden on students. (Oluwatosin&Afolabi,2021).

Academic performance of students

Students' academic performance measurement has received considerable attention by some researchers. It is challenging aspects of academic literature, student performance is affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence the students' performance detrimentally, but the factors vary from person to person and country to country. Academic performance is considered as one important criteria of educational quality. Therefore, without doubt academic performance presently is a major issue among students, teachers, parents, school administrators, and the community at large. There is an international concern on academic performance of students (Romerhausen, 2013). Globally and Nigeria in particular, improving the quality of education and investment on educational and human resources are regarded as effective factors paving the way for a country's pervasive development.

Academic performance is considered an intellectual competence indicator. Opinions vary as to why some students excel academically while others appear to be underachievers. As a result, many psychologists have consistently attempted to identify the major predictors of individual academic performance. Academic performance on examinations is the result of interactions among multiple variables such as learning. Learning occupies a significant role in the life of students. That is measured using the yardstick of academic performance. Academic performance for some researchers is defined by students' reporting of past semester CGPA/GPA and their expected GPA for the current semester. The grade point average or GPA is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students. The GPA is a better measurement because it provides a greater insight into the relative level of performance of individuals and different group of students. Academic performance is the extent to which a student has achieved their short or long-term educational goals Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic performance.

Statement of the Problem

Anxiety has become a major psychological problems affecting students' academic performance in the Nigerians context especially in Colleges of Education students are grappling with academic pressure, stress, work and inadequate facilities, fear of test, exam, and fear of negative evaluation and many factors that may heightened their anxiety, and impaired concentration, memory and underachievement in academic performance Anxiety is complicated psychological situations which have an effect on cognitive, behavioral and psychological states (Putnam 2010) The people experiencing this kind of behavior are easily agitated, restless and may indulge in purposeless or aimless activity. They may also experience some physiological discomforts which occur unexpectedly with or without being aware of it, such as increase in heart rate and blood pressure, dizziness, stomach discomfort, perspiration and other physiological manifestations.). Academic anxiety leads to academic difficulties through irrelevant thoughts, preoccupation and reduce attention and concentration (Eysenck, 2001).

A high level of anxiety also interferes with concentration and memory, which are critical for academic success. Despite the magnitude and detrimental effect of the problem there is limited data examining its prevalence among NCE students, and whether gender significantly influence academic performance of GSE English, this necessitated for this study to address underlying psychological barriers. Therefore, this study seeks to determine the level of anxiety among NCE students and examine whether there is significant difference in the academic performance of male and female students in GSE English

Objectives of the Study

The objectives of this study were to find out:

- (1) To examine the levels of Academic Anxiety among NCE Students of Federal College of Education Technical Bichi.
- (2) To Examine gender differences in academic performance of students in GSE English among NCE Students of Federal Colleges of Education Technical Bichi

Research Questions

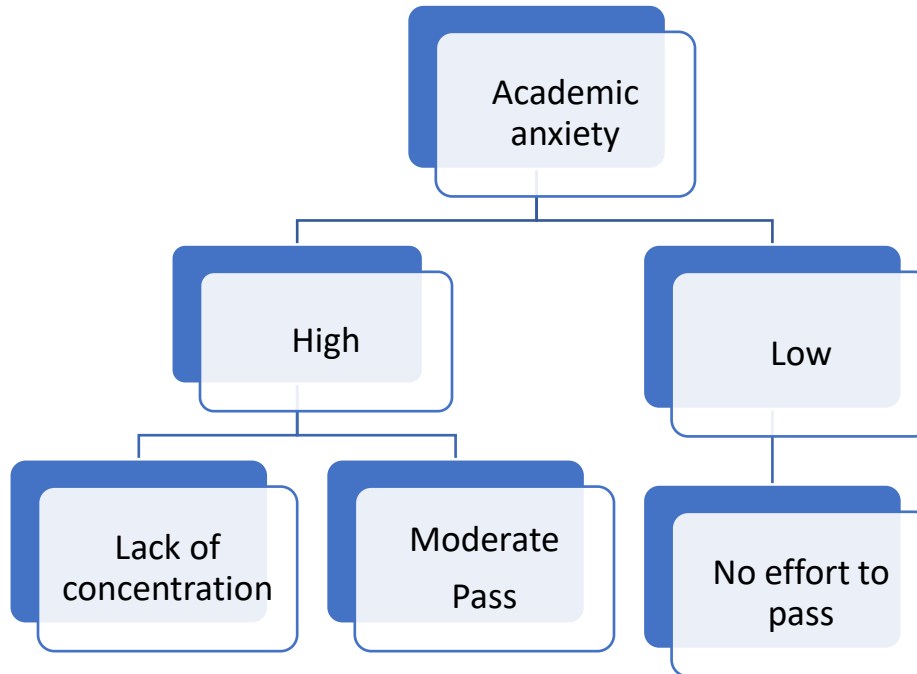
The study provided answer to the following questions:

1. What is the level of students with high and low level of academic anxiety among NCE students in Federal college of Education Technical Bichi.
2. Is there a significant difference in the academic performance of male and female students in Gse English?

Hypotheses

In line with the above stated objectives, the following hypothesis was tested at .05 level of significance:

- 1 There is no significant difference in the academic performance of male and female students in Gse English
2. There is significant difference in the academic performance of male and Female in GSE English



Methodology

The research design is descriptive survey design,. The justification for selecting the design is because it permits the researcher to data from a large sample and to describe the existing condition Level of anxiety and test gender differences in GSE Academic performance populations for this study are all NCE III students enrolled in GSE English of Federal Colleges of Education In Technical Bichi..A sample of 340 was selected using simple random techniques to ensure that every student has an equal chance of being included in the study The enrollment figures from the College indicated that the number of NCE regular students stood at 2,825 Academic session. Across four Schools. Science, Languages, Primary Education and Vocation. (FCE, Statistics 2023).

Instrumentations

Instruments for data collections are **Foreign Language Classrooms Anxiety Questionnaire:**

The questionnaire was partly adapted from foreign language classroom Anxiety scale developed by Hortwiz (1986). The original version of the questionnaire consists of 32 items, which measured all four language skills. To determine the level of anxiety each item scale from 1- 5. All the questions utilized a Likert scale, ranging from 1 (Strongly Agree) 2 (Agree) 3 (Neutral), 4 (Strongly Disagree) and 5 (Disagree). See Appendix

The Internal consistency was estimated by Cronbach alpha coefficient which was .90 while test-re-test $r=.77$, construct validity was .83. The reliability of four sub scales are: Speaking 0.84, Writing 0.84, listening 0.83 and reading 0.84.

The new version has 15 items measuring three dimensions. The justification for selecting the items is that, the construct definitions are not the same, the original version measured four language skills, reading, Writing, listening and speaking, while the current version measured three different dimensions below: Dimension 1. Fear of test/Exams. Dimension 2. Communication Apprehension: Dimension 3. Fear of Negative evaluation.

And secondly through collecting raw scores of GSE 321 results of Final year students NCE III students from General Studies and English Language Departments. The researcher adapted the standardized instrument with slight modification.

Sample size

A sample size of three hundred and seventy-three (340) was selected based on research advisors 2006 table for determining sample size.

Sampling Technique

In selecting the population of this study, multi-stage sampling technique was used. Multi-stage sampling is use when the population is large and widely dispersed within an area, that it is impossible for the researcher to gather a sample using simple random method because of administrative problems making the research to be conducted in stages (Heppner, Wampold and Kivlighan, 2008). This study is done in three stages.

Defining the population. Which is Federal colleges of Education Technical Bichi second stage is the selection of sample frames, which is NCE students Clustering schools into clusters. Science, Vocation, Business, Technical Finally in the fourth stage was the selection of individual students randomly and proportionately from each school. Note; In simple random, random Numbers are assigned to individual students and pick randomly up to the required sample. the study also used proportionate sampling according to the size of population. i.e the higher the size the better chance of being selected. Male and female are selected based on the sample proportionately.

Procedure for Data Collection.

The data collected from the study were analyzed in two ways: first by using descriptive statistics, which summarized and described the data, using frequency distribution. Secondly by using the inferential statistics of t-test of independent samples to test the hypotheses 1, 2

T-test for independent sample was chosen because it was the appropriate statistical tool for determining the significance of the difference between means of two groups. At 0.05 level of significance.

Table 1 Proportion of Students with High and Low Academic Anxiety

Level of Anxiety	Frequency	Percentage	Cumulative Percentage
High	150	40.2%	
Low	223	59.8%	100.0%
Total	373	100.0%	

In attempt to find out the proportion of students with high and low academic anxiety among NCE students in Federal colleges of Education in North west Zone Nigeria, the scores on generated on academic anxiety was subjected to descriptive statistical analysis via SPSS. The outcomes of the analysis are presented in the above table. The revealed that 150 students have high level of

academic anxiety representing 40.2% while only 223 were found to have low level of anxiety which represent 59.8% were found to have low level of academic anxiety respectively.

Hypotheses Testing

H0₁

: There is no significant difference In GSE English performance Among NCE111 students with High and Low Academic anxiety, in Federal colleges of Education Technical Bichi.

Table 2: Independent Sample t- test of English Academic Performance by Level of Academic Anxiety

Levels of AA	N	Mean	Std. Dev	df	t	P	Decision
High	137	47.38	9.68	338	-2.539	.012	Rejected
Low	203	50.06	9.32				

Independent Sample t- test was computed to compare the academic performance in GSE English of students with high and those with low level anxiety. The results of the analysis shows that a significant difference was found and the difference was in favor of students with low level of academic anxiety. High level of academic anxiety because (mean = 47.38, std. dev. = 9.68), Low level of academic anxiety (mean = 50.06, std. dev. = 9.32) df (338) = t-2.459, P.012 < .05 .

Decision: The p-value(0.012) is less than 0.05, the null hypothesis was rejected, and concluded that there is statistically significant difference In GSE English Academic performance between students with High and Low Academic anxiety, among NCE111 students of Federal colleges of Education Technical Bichi.

. **H0₂** There is no significant difference In GSE English Academic performance between Male and Female students. In Federal Colleges of Education Technical Bichi.

Table 3: Independent sample t test of GSE English performance by Gender

Gender	N	Mean	Std. Dev	df	t	P	Decision
Male	164	48.72	9.84	338	.1265	.207	Accepted
Female	176	49.91	9.21				

Independent Sample t- test was computed to compare the mean scores of male and female students on their academic performance in GSE English. The results in the table revealed female students scored slightly higher than Male(M=49.91 higher than M=48.72) the difference was not statistically significant t(338) = .1265, P=0.207 > .05.) Therefore, the null hypothesis was accepted and concluded that, there is no significant difference In GSE English Academic performance between male and female

Summary of the findings

Based on the above analyses, the findings are summarized as follows:

1).Majority of NCE 111 students in were found to have low level of Academic Anxiety, among in Federal College of Education Technical Bichi N= 203. Mean (59.7). High= 137 Mean = (40.3). The results of the analysis shows that a significant difference was found and the difference was in favor of students with low level of academic anxiety. High level of academic anxiety because

(mean = 47.38. std. dev. = 9.68), Low level of academic anxiety (mean = 50.06, std. dev. = 9.32) $t(338) = -2.459, P.012 < .05$.

Decision: The p-value (0.012) is less than 0.05, the null hypothesis was rejected, and concluded that there is statistically significant difference In GSE English Academic performance between students with High and Low Academic anxiety, among NCE111 students of Federal colleges of Education Technical Bichi.

2). The study also revealed that Majority of the respondents where Female $N=176$. Mean = 48.72. and Male = 164 with mean of (49.91) the study revealed that difference in gender does not significantly Influence academic performance of GSE English among NCE 111 students of Federal colleges of Education Technical Bichi. The results in the table revealed female students scored slightly higher than Male ($M=49.91$ higher than $M=48.72$) the difference was not statistically significant $t(338) = .1265, P=0.207 > .05$.) Therefore, the null hypothesis was accepted and concluded that, there is no significant difference In GSE English Academic performance between male and female

Discussion

The findings may be explained in relation to the empirical literature reviewed. The present study agree with the finding of Hassan (2016) who revealed that a significant correlation was found between academic performance and academic anxiety of secondary school students. Moreover, no significant difference was found between academic performance of high and low academic anxiety of male and female students. This finding agrees with the current study which revealed significant difference was observed between high anxiety and low anxiety in their academic performance. From this study, the proportion of Academic anxiety level have shown that students have low anxiety and as a result, their academic performance is high. Accordingly.

The finding on objective two considered gender difference in students' academic performance in GSE English among NCE students in Federal college of Education technical Bichi. The analysis based on gender difference revealed that the Female had a higher mean score with (49.91) compared to males with mean scores of (48.72). the difference was not statistically significant. .

Conclusion

This study investigates the Influence of Academic Anxiety on GSE Academic Performance of NCE students of Federal College of Education Technical Bichi. The study revealed that anxiety is detrimental factor that cause poor performance so students, therefore, it is very pertinent to understand the interplay between anxiety gender and academic performance to provide solution to the problem. Furthermore empirical study suggest gender may play a moderating role in the experience of academic anxiety and its effect on performance. Male and female students may perceive and respond to the academic stressor differently, which in turn can influence their performance in courses like GSE English

Recommendations

Based on the findings and the conclusions made in the study, the researcher recommended that:

1. The study recommended teachers to simplify the method of teaching and also create relaxation exercises; group work, interact with the students, and allow them to partake in co- curricular

activities that will help them to relax and enjoyed their time, it will be useful in reducing academic anxiety.

2. The students should take responsibility to seek for anxiety management help from teacher counsellors, other teachers or from the peer counselling clubs within their schools in order to ensure that their anxiety levels do not escalate to levels that impact negatively on their academic results.
3. The study recommended for training in gender sensitive techniques through workshops and also involve parents on how they can get involved in their daughter's education.also teachers may need to be more sensitive with the different needs of the male and female students. Hence, caution has to be placed when teaching both genders.

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