

Assessing the Causes of Students' Anxiety on Measurement and Evaluation in Institution of Higher Learning

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Abstract

This study aimed to assess the causes of students' anxiety related to measurement and evaluation in institutions of higher learning in Anambra State, Nigeria. The research design employed was a descriptive survey, utilizing a cross-sectional survey questionnaire to collect quantitative data from a sample of 122 students. The questionnaire consisted of two clusters and ten items each, employing a 4-point Likert scale for responses. The research design employed face validation by experts and achieved acceptable reliability through Cronbach's coefficient alpha. Data analysis involved descriptive statistics, including mean and standard deviation computations using SPSS version 22. The findings revealed that navigating evolving friendships and relationships, learning disabilities, adjusting to a new environment, separation from the support system of family and friends, irregular and poor-quality sleep, curriculum difficulties, discrimination, poor performance history, and a perceived lack of preparation were identified as significant causes of anxiety among students. The study's results provide insights into the specific factors contributing to student anxiety in the context of measurement and evaluation in higher learning institutions. These findings highlight the need for institutions to develop targeted interventions and support systems to address these causes of anxiety and promote students' mental well-being.

Keywords

Anxiety, measurement, evaluation, higher learning



I. Introduction

Anxiety in higher learning institutions is a significant concern that affects a considerable number of students. Anxiety is a prevalent mental health concern among students in higher education institutions. The transition to college or university brings about various academic, social, and personal challenges that can significantly impact students' well-being (Amir-Hamzah, Nik-Farid, Yahya, Chin, Su, Rampal & Dahlui, 2019). The academic environment, characterized by rigorous coursework, high expectations, and competitive assessments, can contribute to heightened levels of anxiety among students. Several factors contribute to anxiety in this context, including academic pressure, fear of failure, workload demands, and the need to meet academic standards and performance criteria (Azonuche 2021; Vos, Marinova, De-Leon, Sasanguie & Reynvoet, 2023). One primary source of anxiety in higher learning institutions is the measurement and evaluation process. Klee, Buehl and Miller (2022) observed that students often experience stress and anxiety surrounding exams, assignments, and grades. The fear of not meeting academic expectations, performing poorly, or not achieving desired outcomes can lead to heightened anxiety levels. Additionally, the high stakes associated with assessments, such as cumulative exams or major projects, can intensify anxiety among students (Nash, Crimmins & Oprescu, 2016).

The competitive nature of higher education further exacerbates anxiety. Students may experience pressure to excel academically to secure admission to graduate programs or compete for scholarships and prestigious opportunities (Tus, 2020). This constant pressure to perform at a high level according to Eriksen (2021) can create a pervasive sense of anxiety and a fear of falling behind or being left behind. Moreover, the social environment in higher learning institutions can contribute to anxiety. Students often face challenges in navigating evolving friendships and relationships, which can impact their overall well-being and add to their anxiety levels (Keskin, Şahin, Uluç & Yurdugul, 2023). Adjusting to a new environment, such as transitioning from high school to college, may lead to feelings of isolation and uncertainty, further exacerbating anxiety. The implications of anxiety in higher learning institutions are far-reaching. Anxiety can significantly impact students' mental health, academic performance, and overall quality of life (Archbell & Coplan, 2022; Cooper, Russell, Lei & Smith, 2023). Persistent and untreated anxiety may lead to reduced engagement, decreased motivation, impaired concentration, and increased risk of academic difficulties or dropout.

Understanding the causes of anxiety in the context of measurement and evaluation is crucial for educators, administrators, and mental health professionals to develop effective strategies and support systems that address the unique needs of students. By identifying the specific factors that contribute to anxiety, institutions can implement targeted interventions to alleviate stress and promote students' overall well-being (Pizzoli, Marzorati, Mazzoni & Pravettoni, 2020). The study will explore a range of potential causes of anxiety, including but not limited to navigating evolving friendships and relationships, learning disabilities, adjusting to a new environment, separation from support systems, sleep patterns, curriculum difficulties, discrimination, poor performance history, and lack of preparation. By examining these factors, the study aims to capture the multifaceted nature of anxiety experienced by students and provide a comprehensive understanding of the challenges they face. The results of this study will contribute valuable insights to the field of student mental health in higher education. By identifying the causes of anxiety specific to measurement and evaluation, institutions can develop targeted interventions and support systems that address these factors and promote students' overall well-being. Ultimately, the findings will contribute to creating a supportive and inclusive learning environment that fosters student success and enhances their overall educational experience.

Research Questions

The investigation was based on the following research question.

Research Question 1: What are the causes of students' anxiety on measurement and evaluation in institution of higher learning?

Research Question 2: What is the coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning?

II. Research Method

The research design for the study on assessing the causes of students' anxiety on measurement and evaluation in institutions of higher learning in Anambra State, Nigeria, was a descriptive survey. A cross-sectional survey questionnaire was used to collect quantitative data from a sample of 122 students from various institutions in Anambra State, including Nnamdi Azikiwe University, Chukwuemeka Odumegwu Ojukwu University, Anambra State Polytechnic Mgbakwu, Nwafor Orizu College of Education Nsugbe, and

Federal College of Education (Technical) Umunze. The survey questionnaire, consisting of two clusters and ten items each, was developed by the researchers and distributed electronically via email and social media platforms using Google Forms. The questionnaire employed a 4-point Likert scale, where respondents indicated their perceptions by selecting their answers on the scale. To ensure the validity of the survey, the questionnaire underwent face validation by three experts who provided feedback for necessary corrections. The internal reliability of the instrument was assessed using Cronbach's coefficient alpha, and a value of 0.99 was obtained, indicating acceptable reliability for the study. Descriptive statistics were used to describe the demographic characteristics of the participants, while the mean and standard deviation were computed to analyze the data using SPSS version 22. The findings of the study were interpreted based on the data analysis, allowing for a comprehensive understanding of the causes of students' anxiety related to measurement and evaluation in higher learning institutions.

III. Results and Discussion

The results of the findings are presented in tables and analyzed using appropriate descriptive statistics

4.1 Socio-Demographic Characteristics

Table 1. Sociodemographic profiles of the study participants (n=122)

Variables	Variable Categories	Frequency	Percentage
Age	Less than 18 years	28	22.95%
	Above 18 years	94	77.05%
		122	100%
Gender	Male	47	38.52%
	Female	75	61.48%
		122	100%
Location	Urban	92	75.40%
	Rural	30	24.59%
		122	100%
Marital status	Single	86	70.49%
	Married	34	27.87%
	Divorced	2	1.64%
		122	100%
Family structure	Nuclear family	114	93.44%
	Single-parent family	8	6.56%
	Same-sex couple family	0	0%
		122	100%

Table 1 displays the sociodemographic profiles of 122 study participants. Among them, 22.95% were below 18 years of age, while 77.05% were 18 years or older. In terms of gender, 38.52% were male, and 61.48% were female. The majority of participants resided in urban areas (75.40%) compared to rural areas (24.59%). Regarding marital status, 70.49% were single, 27.87% were married, and 1.64% were divorced. The family structure primarily consisted of nuclear families (93.44%), with a smaller percentage of single-parent families (6.56%), while no participants belonged to same-sex couple families.

4.2. Research Question 1: What are the causes of students' anxiety on measurement and evaluation in institution of higher learning?

Fig. 1 presents the causes of students' anxiety related to measurement and evaluation in institutions of higher learning. The mean, standard deviation, and variance are provided for each item, indicating the average level, dispersion, and spread of anxiety scores respectively. The highest mean score was for "Trying to meet other people's expectations" (mean = 3.76), indicating that students often feel pressured by the expectations placed upon them. Other significant sources of anxiety include "Learning disabilities" (mean = 3.77) and "Navigating evolving friendships and relationships" (mean = 3.69). On the other hand, "Moving and acclimating to a new environment" (mean = 2.93) received a relatively lower score, suggesting that while it still contributes to anxiety, it may not be as prevalent as other factors. Items such as "Discrimination at higher education institutions" (mean = 3.21) and "Poor performance history" (mean = 3.3) also contribute to students' anxiety, but to a slightly lesser extent. The findings highlight various factors that contribute to students' anxiety regarding measurement and evaluation in higher education, emphasizing the importance of addressing these concerns to support student well-being and academic success.

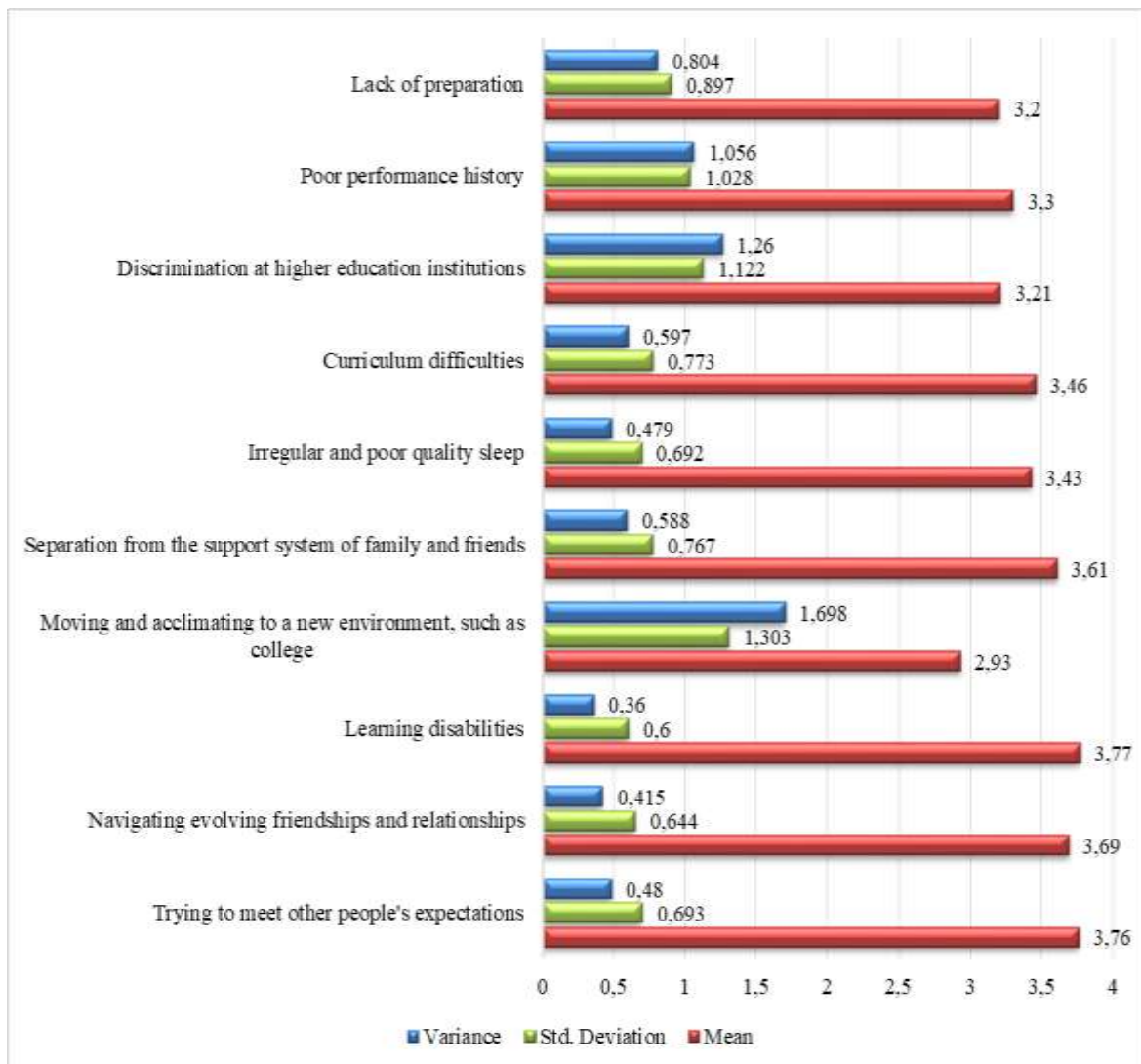


Figure 1. The causes of students' anxiety on measurement and evaluation in institution of higher learning

Table 2. Trying to meet other people's expectations causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	5	4.1	4.1	4.1
	Rarely True	3	2.5	2.5	6.6
	Occasionally True	8	6.6	6.6	13.1
	Almost Always True	106	86.9	86.9	100.0
	Total	122	100.0	100.0	

In Table 2, it was found that the majority of students (86.9%) reported that trying to meet other people's expectations as a cause of anxiety is "Almost Always True." A smaller percentage of students indicated that it is "Occasionally True" (6.6%), "Rarely True" (2.5%), or "Almost Never True" (4.1%).

Table 3. Navigating evolving friendships and relationships causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	2	1.6	1.6	1.6
	Rarely True	6	4.9	4.9	6.6
	Occasionally True	20	16.4	16.4	23.0
	Almost Always True	94	77.0	77.0	100.0
	Total	122	100.0	100.0	

Table 3 displays the frequency and percentage distribution of responses regarding the extent to which "Navigating evolving friendships and relationships" causes anxiety among students in measurement and evaluation in higher education. Only a small proportion of students reported that this cause of anxiety is "Almost Never True" (1.6%) or "Rarely True" (4.9%). A larger percentage indicated that it is "Occasionally True" (16.4%) or "Almost Always True" (77.0%).

Table 4. Learning disabilities causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	3	2.5	2.5	2.5
	Rarely True	2	1.6	1.6	4.1
	Occasionally True	15	12.3	12.3	16.4
	Almost Always True	102	83.6	83.6	100.0
	Total	122	100.0	100.0	

In Table 4, the frequency and percentage distribution of responses regarding the impact of learning disabilities on students' anxiety in measurement and evaluation in higher education are presented. A small proportion of students reported that learning disabilities are "Almost Never True" (2.5%) or "Rarely True" (1.6%) as a cause of anxiety. However, a significant majority indicated that it is "Occasionally True" (12.3%) or "Almost Always True" (83.6%).

Table 5. Moving and acclimating to a new environment, such as college causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	35	28.7	28.7	28.7
	Rarely True	2	1.6	1.6	30.3
	Occasionally True	21	17.2	17.2	47.5
	Almost Always True	64	52.5	52.5	100.0
	Total	122	100.0	100.0	

Table 5 presents the frequency and percentage distribution of responses regarding the impact of moving and acclimating to a new environment, such as college, on students' anxiety in measurement and evaluation in higher education. The responses indicate that a significant proportion of students reported that this cause of anxiety is "Almost Always True" (52.5%). A smaller percentage indicated it is "Occasionally True" (17.2%), "Almost Never True" (28.7%), or "Rarely True" (1.6%).

Table 6. Separation from the support system of family and friends causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	6	4.9	4.9	4.9
	Rarely True	3	2.5	2.5	7.4
	Occasionally True	24	19.7	19.7	27.0
	Almost Always True	89	73.0	73.0	100.0
	Total	122	100.0	100.0	

Table 6 illustrates the frequency and percentage distribution of responses concerning the impact of separation from the support system of family and friends on students' anxiety in measurement and evaluation in higher education. The findings reveal that a significant majority of students (73.0%) reported that this cause of anxiety is "Almost Always True." A smaller percentage indicated it is "Occasionally True" (19.7%), "Almost Never True" (4.9%), or "Rarely True" (2.5%).

Table 7. Irregular and poor-quality sleep causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	2	1.6	1.6	1.6
	Rarely True	8	6.6	6.6	8.2
	Occasionally True	47	38.5	38.5	46.7
	Almost Always True	65	53.3	53.3	100.0
	Total	122	100.0	100.0	

Table 7 displays the frequency and percentage distribution of responses regarding the impact of irregular and poor-quality sleep on students' anxiety in measurement and evaluation in higher education. The responses indicate that a majority of students (53.3%) reported that this cause of anxiety is "Almost Always True." A significant percentage

indicated it is "Occasionally True" (38.5%), "Rarely True" (6.6%), or "Almost Never True" (1.6%).

Table 8. Curriculum difficulties causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	5	4.1	4.1	4.1
	Rarely True	6	4.9	4.9	9.0
	Occasionally True	39	32.0	32.0	41.0
	Almost Always True	72	59.0	59.0	100.0
	Total	122	100.0	100.0	

Table 8 presents the frequency and percentage distribution of responses regarding the impact of curriculum difficulties on students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (59.0%) reported that this cause of anxiety is "Almost Always True." A significant percentage indicated it is "Occasionally True" (32.0%), "Rarely True" (4.9%), or "Almost Never True" (4.1%).

Table 9. Discrimination at higher education institutions causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	17	13.9	13.9	13.9
	Rarely True	15	12.3	12.3	26.2
	Occasionally True	15	12.3	12.3	38.5
	Almost Always True	75	61.5	61.5	100.0
	Total	122	100.0	100.0	

Table 9 presents the frequency and percentage distribution of responses regarding the impact of discrimination at higher education institutions on students' anxiety in measurement and evaluation. The responses indicate that a majority of students (61.5%) reported that this cause of anxiety is "Almost Always True." A significant percentage indicated it is "Occasionally True" (12.3%), "Rarely True" (12.3%), or "Almost Never True" (13.9%).

Table 10. Poor performance history causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	13	10.7	10.7	10.7
	Rarely True	12	9.8	9.8	20.5
	Occasionally True	22	18.0	18.0	38.5
	Almost Always True	75	61.5	61.5	100.0
	Total	122	100.0	100.0	

Table 10 presents the frequency and percentage distribution of responses regarding the impact of poor performance history on students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (61.5%) reported that this cause of anxiety is "Almost Always True." A significant percentage indicated it is "Occasionally True" (18.0%), "Rarely True" (9.8%), or "Almost Never True" (10.7%).

Table 11. Lack of preparation causes of students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	5	4.1	4.1	4.1
	Rarely True	24	19.7	19.7	23.8
	Occasionally True	35	28.7	28.7	52.5
	Almost Always True	58	47.5	47.5	100.0
	Total	122	100.0	100.0	

Table 11 displays the frequency and percentage distribution of responses regarding the impact of lack of preparation on students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (47.5%) reported that this cause of anxiety is "Almost Always True." A significant percentage indicated it is "Occasionally True" (28.7%), "Rarely True" (19.7%), or "Almost Never True" (4.1%).

4.3. Research Question 2: What is the coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning?

Fig 2 displays coping mechanisms for students' anxiety related to measurement and evaluation in higher education. Each item is accompanied by the mean, standard deviation, and variance, indicating the average level, dispersion, and spread of coping strategy scores respectively. "Obtaining emotional support from home" received the highest mean score (mean = 3.92), indicating that students find seeking support from their family environment effective in managing anxiety. Other effective coping mechanisms include "Maintain a positive attitude by replacing negative thoughts with positive ones" (mean = 3.81) and "Making adjustments at school via proper time scheduling" (mean = 3.73). Students also reported utilizing strategies such as "Building self-esteem through support group activities" (mean = 3.64) and "Regular participation in aerobic exercise and relaxation activities" (mean = 3.4) to cope with anxiety. However, certain strategies were reported to be less commonly used, such as "Eating well-balanced meals and beverages supportive of a calm lifestyle" (mean = 2.43) and "Limiting alcohol and caffeine" (mean = 3.09). These findings provide insights into the coping mechanisms employed by students to manage anxiety related to measurement and evaluation in higher education. Promoting and encouraging effective coping strategies can contribute to the well-being and academic success of students in this context.

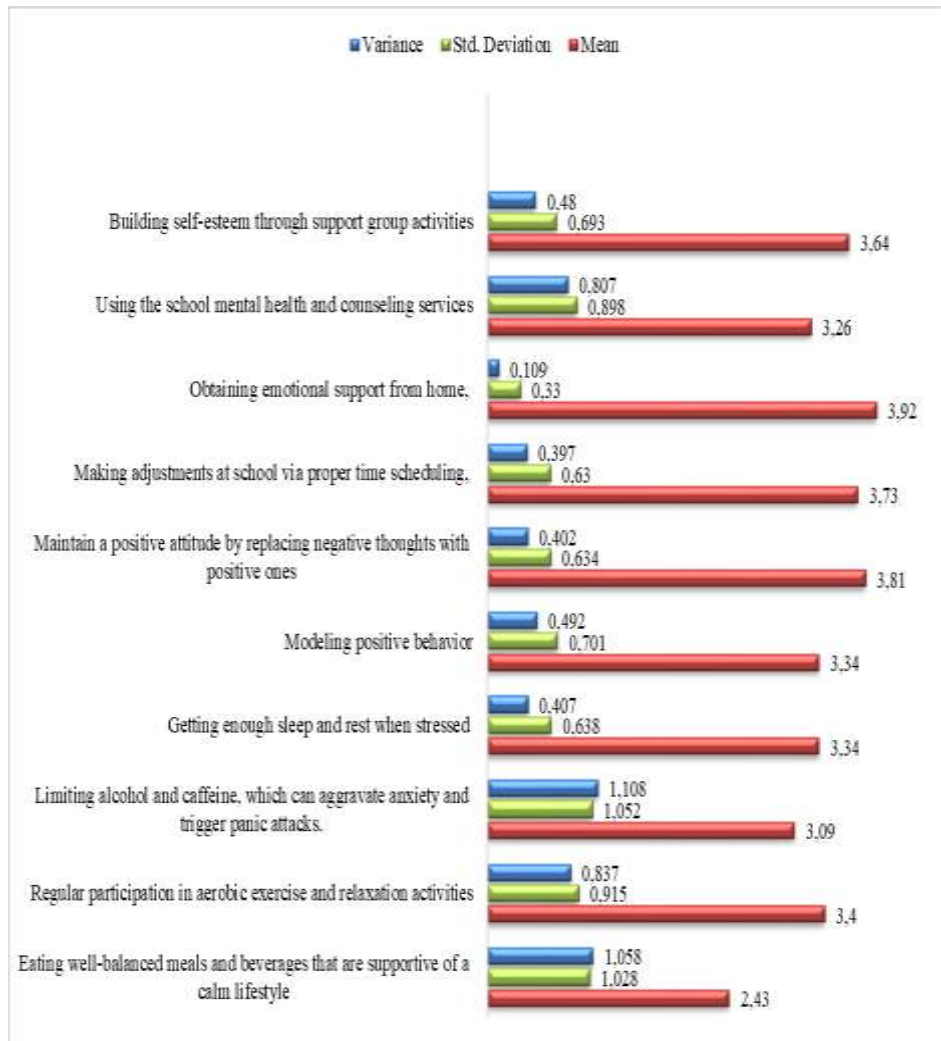


Figure 2. The coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

Table 12. Eating well-balanced meals and beverages that are supportive of a calm lifestyle is a coping mechanism for students' anxiety on measurement and evaluation in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	26	21.3	21.3	21.3
	Rarely True	40	32.8	32.8	54.1
	Occasionally True	33	27.0	27.0	81.1
	Almost Always True	23	18.9	18.9	100.0
	Total	122	100.0	100.0	

Table 12 presents the frequency and percentage distribution of responses regarding the effectiveness of eating well-balanced meals and supportive beverages in coping with students' anxiety in measurement and evaluation in higher education. The responses indicate that a significant percentage of students (32.8%) reported that this coping mechanism is "Rarely True." Others indicated it is "Occasionally True" (27.0%), "Almost Always True" (18.9%), or "Almost Never True" (21.3%).

Table 13. Regular participation in aerobic exercise and relaxation activities is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	11	9.0	9.0	9.0
	Rarely True	3	2.5	2.5	11.5
	Occasionally True	34	27.9	27.9	39.3
	Almost Always True	74	60.7	60.7	100.0
	Total	122	100.0	100.0	

Table 13 presents the frequency and percentage distribution of responses regarding the effectiveness of regular participation in aerobic exercise and relaxation activities as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (60.7%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A significant percentage indicated it is "Occasionally True" (27.9%), "Almost Never True" (9.0%), or "Rarely True" (2.5%).

Table 14. Limiting alcohol and caffeine, which can aggravate anxiety and trigger panic attacks is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	15	12.3	12.3	12.3
	Rarely True	17	13.9	13.9	26.2
	Occasionally True	32	26.2	26.2	52.5
	Almost Always True	58	47.5	47.5	100.0
	Total	122	100.0	100.0	

Table 14 displays the frequency and percentage distribution of responses regarding the effectiveness of limiting alcohol and caffeine as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (47.5%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A significant percentage indicated it is "Occasionally True" (26.2%), "Rarely True" (13.9%), or "Almost Never True" (12.3%).

Table 15. Getting enough sleep and rest when stressed is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	1	.8	.8	.8
	Rarely True	8	6.6	6.6	7.4
	Occasionally True	62	50.8	50.8	58.2
	Almost Always True	51	41.8	41.8	100.0
	Total	122	100.0	100.0	

Table 15 presents the frequency and percentage distribution of responses regarding the effectiveness of getting enough sleep and rest when stressed as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (41.8%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A significant percentage indicated it is "Occasionally True" (50.8%), "Rarely True" (6.6%), or "Almost Never True" (.8%).

Table 16. Modeling positive behavior is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	1	.8	.8	.8
	Rarely True	13	10.7	10.7	11.5
	Occasionally True	51	41.8	41.8	53.3
	Almost Always True	57	46.7	46.7	100.0
	Total	122	100.0	100.0	

Table 16 displays the frequency and percentage distribution of responses regarding the effectiveness of modeling positive behavior as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (46.7%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A significant percentage indicated it is "Occasionally True" (41.8%), "Rarely True" (10.7%), or "Almost Never True" (.8%).

Table 17. Maintain a positive attitude by replacing negative thoughts with positive ones is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	5	4.1	4.1	4.1
	Rarely True	0	0	0	0
	Occasionally True	8	6.6	6.6	10.7
	Almost Always True	109	89.3	89.3	100.0
	Total	122	100.0	100.0	

Table 17 presents the frequency and percentage distribution of responses regarding the effectiveness of maintaining a positive attitude by replacing negative thoughts with positive ones as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (89.3%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A smaller percentage indicated it is "Occasionally True" (6.6%), and a very small percentage reported it as "Almost Never True" (4.1%).

Table 18. Making adjustments at school via proper time scheduling is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	2	1.6	1.6	1.6

	Rarely True	6	4.9	4.9	6.6
	Occasionally True	15	12.3	12.3	18.9
	Almost Always True	99	81.1	81.1	100.0
	Total	122	100.0	100.0	

Table 18 presents the frequency and percentage distribution of responses regarding the effectiveness of making adjustments at school via proper time scheduling as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (81.1%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A smaller percentage indicated it is "Occasionally True" (12.3%), "Rarely True" (4.9%), or "Almost Never True" (1.6%).

Table 19. Obtaining emotional support from home is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	0	0	0	0
	Rarely True	2	1.6	1.6	1.6
	Occasionally True	6	4.9	4.9	6.6
	Almost Always True	114	93.4	93.4	100.0
	Total	122	100.0	100.0	

Table 19 presents the frequency and percentage distribution of responses regarding the effectiveness of obtaining emotional support from home as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (93.4%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A smaller percentage indicated it is "Occasionally True" (4.9%) or "Rarely True" (1.6%), and no students reported it as "Almost Never True".

Table 20. Using the school mental health and counseling services is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	5	4.1	4.1	4.1
	Rarely True	22	18.0	18.0	22.1
	Occasionally True	31	25.4	25.4	47.5
	Almost Always True	64	52.5	52.5	100.0
	Total	122	100.0	100.0	

Table 20 presents the frequency and percentage distribution of responses regarding the effectiveness of using the school mental health and counseling services as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (52.5%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A significant percentage indicated it is "Occasionally True" (25.4%), "Rarely True" (18.0%), or "Almost Never True" (4.1%).

Table 22. Building self-esteem through support group activities is a coping mechanism for students' anxiety on measurement and evaluation in institution of higher learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never True	4	3.3	3.3	3.3
	Rarely True	3	2.5	2.5	5.7
	Occasionally True	26	21.3	21.3	27.0
	Almost Always True	89	73.0	73.0	100.0
	Total	122	100.0	100.0	

Table 22 presents the frequency and percentage distribution of responses regarding the effectiveness of building self-esteem through support group activities as a coping mechanism for students' anxiety in measurement and evaluation in higher education. The findings indicate that a majority of students (73.0%) reported that this coping mechanism is "Almost Always True" in effectively managing their anxiety. A significant percentage indicated it is "Occasionally True" (21.3%), "Almost Never True" (3.3%), or "Rarely True" (2.5%).

4.4. Discussion of Results

Research question one covered the various causes of students' anxiety on measurement and evaluation in institution of higher learning. The findings discussed shed light on the various causes of anxiety among students in the context of measurement and evaluation in higher education. Navigating evolving friendships and relationships is identified as a significant source of anxiety for a significant majority of students. These relationships are crucial during the college years as students encounter new social dynamics and strive to establish meaningful connections (Hanson, 2021). Learning disabilities emerge as another prevalent cause of anxiety among students. Many students perceive the challenges associated with learning disabilities, such as difficulties in understanding and processing information, as major contributors to their anxiety (El-Mrayyan, Eberhard & Ahlström, 2019). The process of adjusting and adapting to a new environment, especially in college, is identified as a substantial factor in student anxiety. This transition involves new academic expectations, social settings, and increased independence, which can lead to heightened stress and anxiety levels (Keskin, Şahin, Uluç & Yurdugul, 2023). Separation from the support system of family and friends also plays a significant role in student anxiety. Moving away from familiar support networks can leave students feeling isolated and lacking the emotional and practical support they once relied on. Sleep patterns and quality are highlighted as contributors to student anxiety. Irregular and poor-quality sleep can negatively impact cognitive functioning, mood regulation, and overall well-being, thereby exacerbating anxiety levels (Cooper, Russell, Lei, & Smith, 2023). Curriculum difficulties are identified as a significant source of anxiety for students. The pressure to meet academic expectations, manage coursework, and perform well in evaluations can lead to stress and anxiety among students (Archbell & Coplan, 2022). Discrimination within higher education institutions is recognized as a cause of anxiety among students. Experiences of discrimination based on factors such as race, ethnicity, gender, or sexual orientation can create an environment that fosters anxiety and distress (Nash, Crimmins & Oprescu, 2016). Poor performance history and the fear of academic failure contribute to student anxiety. Past academic struggles or negative experiences can create self-doubt and heightened anxiety surrounding future assessments and evaluations. A perceived lack of preparation is another cause of anxiety among students. Students may

experience anxiety if they feel unprepared for exams, assignments, or the demands of the educational environment (Amir-Hamzah, Nik Farid, Yahya, Chin, Su, Rampal & Dahlui, 2019). Understanding and addressing these causes of anxiety is crucial for supporting student well-being in higher education. Institutions can implement strategies such as providing counseling services, promoting inclusive environments, offering academic support programs, and fostering a positive and supportive campus culture to help alleviate student anxiety in the context of measurement and evaluation.

Research question two focuses on the effectiveness of various coping mechanisms for managing anxiety related to measurement and evaluation in higher education. It highlights the perceptions of students regarding the efficacy of these strategies. While eating well-balanced meals and supportive beverages are considered helpful by some students, it is important to note that a significant number of students do not perceive them as effective coping strategies (Azonuche, 2022; Ogbonyomi, Arubayi, Azonuche, 2023). This indicates that there may be individual variations in the effectiveness of this particular strategy for managing anxiety in the context of higher education (Archbell & Coplan, 2022). On the other hand, regular participation in aerobic exercise and relaxation activities is widely perceived as a beneficial coping strategy by the majority of students. Engaging in physical exercise and relaxation techniques have been shown to reduce stress and anxiety levels, promote mental well-being, and improve overall resilience (Eriksen, 2021). Limiting alcohol and caffeine, known to exacerbate anxiety and trigger panic attacks, is viewed as an effective coping strategy by most students. This aligns with research highlighting the negative impact of excessive alcohol and caffeine consumption on anxiety levels (Vos, Marinova, De-Leon, Sasanguie & Reynvoet, 2023). Getting enough sleep and rest when stressed is considered an effective coping strategy by the majority of students. Adequate sleep plays a crucial role in regulating emotions and cognitive functioning, which can positively influence anxiety management (Klee, Buehl & Miller, 2022). Modeling positive behavior is widely perceived as an effective coping strategy. Observing and imitating positive role models can inspire individuals to adopt healthy coping mechanisms, develop resilience, and effectively manage anxiety (Tus, 2020). Maintaining a positive attitude by replacing negative thoughts with positive ones is highly regarded as an effective coping strategy. Making adjustments at school through proper time scheduling is perceived as an effective coping strategy by the majority of students. Obtaining emotional support from home and utilizing school mental health and counseling services are viewed as effective coping strategies by most students (Archbell & Coplan, 2022). Overall, these findings indicate the diverse perceptions regarding the effectiveness of coping mechanisms for managing anxiety related to measurement and evaluation in higher education. It is important to consider individual differences and preferences when providing support and interventions for anxiety management in this context.

V. Conclusion

In conclusion, this study sheds light on the various causes of anxiety experienced by students in the context of measurement and evaluation in higher education. The findings highlight the significance of factors such as navigating evolving friendships and relationships, learning disabilities, adjusting to a new environment, separation from support systems, sleep patterns, curriculum difficulties, discrimination, poor performance history, and lack of preparation as contributors to student anxiety. Understanding these causes is crucial for institutions to develop effective strategies to support students in managing their anxiety. By addressing these factors, institutions can create a more

conducive and supportive learning environment that promotes student well-being and academic success.

The study also identifies coping mechanisms that students perceive as effective in managing their anxiety. Strategies such as regular participation in aerobic exercise and relaxation activities, limiting alcohol and caffeine intake, getting sufficient sleep and rest, modeling positive behavior, maintaining a positive attitude, making adjustments through proper time scheduling, seeking emotional support from home, utilizing mental health and counseling services, and engaging in support group activities are seen as helpful in coping with anxiety. These findings provide valuable insights for educators, administrators, and mental health professionals in higher education institutions. By incorporating these findings into their practices, institutions can develop targeted interventions and support services to assist students in managing their anxiety effectively.

It is important to note that individual differences exist, and not all strategies may work equally well for every student. Therefore, a personalized and holistic approach that considers the unique needs and preferences of students is essential in providing effective support for anxiety management. Future research can further explore the specific mechanisms through which these causes contribute to anxiety in the context of measurement and evaluation. Additionally, interventions and programs can be developed and evaluated to address these causes and promote student well-being in higher education. Overall, this study contributes to the understanding of the causes of anxiety in the context of measurement and evaluation in higher education and provides a foundation for developing comprehensive support systems to help students effectively manage their anxiety and thrive academically and personally.

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