

**EFFECT OF RELAXATION COUNSELLING TECHNIQUES ON EXAMINATION
ANXIETY AMONG JUNIOR SECONDARY SCHOOL STUDENTS OF NASSARAWA
EDUCATION ZONE, KANO STATE**

BY

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DEDICATION

This research work is dedicated to my father Alh. Aminu Yahaya, my mother Haj. Fatima Yahaya, my late father in-law Alh. SaniKazaure, and my mother in-law Haj. AishatuSaniAbubakar.

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OPERATIONAL DEFINITION OF TERMS

Examination Anxiety: Examination or test anxiety is an anxiety in a form of unpleasant state of turmoil often accompanied by nervous behavior that usually comes before or during the taking of examination or tests in school.

Relaxation counselling Technique: Relaxation counselling technique is any method, process, procedure or activity employed by counsellor that helps a person to relax, to attain a state of increase calmness or reduce levels of pain, anxiety, stress or anger.

ABSTRACT

This study examines the effect of relaxation counselling technique on examination anxiety among junior secondary school students in Nasarawa education zone, Kano State. The objectives of the Study are to find out effect of relaxation counselling technique on examination anxiety among junior secondary school students, difference in the effect of relaxation counselling techniques on examination anxiety between male and female junior secondary school students and difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students of Nasarawa and fagge local government in Nassarawa education zone, Kano State. Based on these objectives three corresponding research questions and hypotheses were formulated. The study adopted a quasi-experimental design in form of pre-test post-test design. The population of the study were JSS two students which consist of 590 students. The sample size of 40 male and female were selected for the study, purposive sampling technique was used in drawing the sample using Test Anxiety Inventory (TAI) adopted from speilberger (1984). Face and content validity of the instrument was obtained with the assistance of supervisor and two experts. A pilot study was conducted using test re-test method in order to ascertain the reliability of the instrument. Person Product Moment Correlation Coefficient (PPMC) was used to analyze to the data and the coefficient index of 0.72 was obtained which shows the instrument is reliable for the purpose of the study. Frequency and percentage was used to present the demographic data of the study and t-test for related sample was used to test the null hypothesis one while t-test for independent sample was used to test hypotheses two and three. The findings of the study indicates that, There is significant difference in the effect of relaxation counselling technique on examination anxiety among junior secondary school students of Nasarawa Education Zone, Kano state, there is no significant difference in the effect of relaxation counselling technique on examination anxiety between male and female junior secondary school students of Nasarawa education zone, Kano state and there is no significant difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone, Kano State. Based on the findings it was concluded that relaxation counselling technique reduces test anxiety among students. It is recommended that parents, teachers and school counselors should use the technique effectively in the reduction of examination anxiety among students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Examination is a process of analysis, identification and evaluation as well as interpretations of any type of academic attainment conducted to measure and assess the student's academic performance. Examination plays very vital role in order to assess the abilities of students. Through examination, teacher can also analyze the strength and weakness of students. It is the only tools for the evaluation of different aspect related to teaching learning process. It is a source of inspiration for student to do well in examination and get praise from teachers and parent. Through examination, the effectiveness of curriculum and performance of teachers can be judge. In Nigeria there are mainly three levels of education: primary level, secondary and tertiary level. Secondary is an important sub sector of the entire educational system as it is a stage where student enters adolescence. The basic perception and modes of behavior start taking shape, problems of adjustment with the new roles in life. Secondary schools are for children from ages 10-15. Secondary education is divided into 2 parts: The junior and the senior secondary education. The junior secondary education which takes in ages 10-12 is pre-vocational and academic in nature. Therefore junior secondary education is an education which a child receives immediately after primary school education.

The objectives of junior secondary education as stated in the Federal Republic of Nigeria (2013) are to: provide the child diverse basic knowledge and skills for entrepreneurship and educational advancement, develops patriotic young people equipped to contribute to social adjustment and the performance of their civic responsibilities, inculcate values and raise morally upright individuals capable on independent thinking and who appreciate the dignity of labour and inspire

national consciousness and harmonious coexistence irrespective of difference in endowment, religion, ethnic and socio economic background.

For students to continue into senior secondary school, they have to make passing grades in the Junior Secondary School Certificate Examinations (JSCE). Examinations are necessary and no education system can be complete without examinations. However, students fear examination, some fall ill before starting or during the examination due to fear of examination. Different terms like examination phobia, fear of exams, examination or test anxiety have explained fear of examination students.

Examination anxiety is a form of anxiety condition which is common among school children. In the verge of exam the fear increases and some manifest psycho somatic ailments such as abnormal pains, vomiting, headaches and dizziness. Examination anxiety can be observed among an underprepared, fully prepared, normally prepared as well as an over prepared student. A number of factors may account for examination anxiety among students and physical symptoms of anxiety include; Headache, nausea, diarrhea, excessive sweating, shortness of breath, rapid heartbeat, high-headedness and feeling faint can all occur.

As explained in Learn Psychology (2019) anxiety among students could either be low anxiety or high anxiety. Test anxiety is anxiety that usually comes before or during the taking of tests. The symptoms can be physical and mental and usually inhibit your ability to perform as well as you otherwise could. Anxiety can be caused by different reasons. According to mental health professionals, anxiety are the results of repressed, unconscious conflicts symbolized by the type of anxiety in order to control this kind of fear and anxiety. Therapist try to make an individual realized at a very basic emotional level that no real danger exist.

Anxiety disorders are the most common mental illness in the general population worldwide and are the result of a complex interplay between genetic factors and lifetime events. Numbers estimating lifetime prevalence rates are abundant and fairly consistent and range from 12.5% in Flanders (Belgium) (2) to 13.6% on average in Europe (3) and to approximately 16% in the rest of the world (Bonnie 2003).

The major symptoms of examination anxiety include: impaired concentration, trouble with remembering things, such as homework assignments or deadlines, chronic worrying, anxious thoughts or feelings, reduced or impaired judgment, impaired speech (mumbling or stuttering) and repetitive or unwanted thoughts Learn Psychology (2019).Steinmayr, Crede, McElvany, &Wirthwein (2015) indicate that, relaxation counselling technique and mindfulness has been proven to reduce stress and anxiety, and in some cases, actually prevent it from happening in the first place. Not only relaxation and mindfulness do pull one out of their own head and help them see the bigger picture, it can reduce physical stressors that might make one mental state feel even worse. By focusing on the present, one are not dwelling on the mistakes of the past, nor are overwhelmed by thoughts of the future. They make one to focus on the here and now, and that can allow subconscious to work on the things that are bothering them.

Considering the psychological effect of anxiety on children particularly during the exam, some research intends to examine measures being used towards managing anxiety among students particularly at secondary school level.In this study the researcher is set to employ relaxation counselling technique to examine its likely effect on anxiety among junior secondary school students.

1.2 Statement of the Problem

It has been observed that children attend classes regularly, complete homework and study regularly, they arrive at the examination hall confidently but are not able to perform well owing to examination anxiety. If student develop examination anxiety taking the test becomes really difficult to them. With less than a month left for most examination many students find themselves weighed down by expectations, comparison, parental expectation and peer pressure are major concerns. This concern bugs students down leading to severe examination anxiety. Students of Junior Secondary Schools are more often associated with examination anxiety that result to poor performance. School administrators, teachers, counselling officers and parents are more worried about the current poor academic performance of students.

Examination anxiety is a social problem that has grave consequences on a number of students in Nassarawa education zone. Examination anxiety has posed much of concern hence it requires urgent attention for advancement of education in Kano State at large. Various forms of counselling measures have as well being used to mitigate the damaging effect of anxiety but it still remains a challenge and possess a serious threat to many students. This explains the need to employ other psychological techniques such as relaxation counselling techniques in handling students test anxiety.

The problem of examination anxiety affects most of the schools irrespective of gender or the location of the school. Many studies such as Gater, Tansella, Korten, Tiemens, Mavreas, &Olatawura, (1998); Kessler, McGonagle, Zhao, Nelson, Hughes, Eshleman, Wittchen, &Kendler, (1994) and Yonkers, Bruce, Dyck, &Keller, (2003)revealed most of the female students are more anxious than their male counter parts. Therefore the study intend to assess gender difference in the effect of relaxation counselling technique on examination anxiety.

The aim of any examination is to bring out the students' achievement on the subject taught. But teachers are sometimes baffled at the poor performance of some students. Some students become psychologically and emotionally disturbed when they have examination to take and this affects their performance in such examination. Test anxious student is one who knows the course material but unable to demonstrate his knowledge in an examination because of anxiety. Everyone feels somehow anxious before they begin to take an exam which is a normal part of life. However, anxiety becomes a problem when it begins to interfere with student's ability to think logically or remember facts. Anxious students demonstrate symptoms such as tensed muscles, sweaty palms, a pounding heart and feeling faint or nausea. Cognitive symptoms include the inability to remember simple things, illogical thinking and mental blocks. A number of studies have examine various counselling measures on anxious behavior among students at different level of education.

Some of such studies include: the effect of time management techniques on test anxiety reduction among some Nigerian graduates, effect of test anxiety on academic performance, effect of problem solving technique on test anxiety and academic performance, effects of progressive muscle relaxation technique and test anxiety among secondary school adolescent among others. Yet the efficacy of the measures and its prevalence prompted the researcher to conduct study on the effect of relaxation counselling technique on anxious behaviour students of Nasarawa education zone, Kano state. The above implies that failure in examination may not always be attributed to lack of knowledge; examination anxiety may be the possible causes.

1.3 Objective of the Study

The following are the objectives of the study:

1. To find out effect of relaxation counselling technique on examination anxiety among junior secondary school students in Nassarawa education zone, Kano State.
2. To find out difference in the effect of relaxation counselling techniques on examination anxiety between male and female junior secondary school students in Nassarawa education zone Kano State.
3. To find out difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students of Nasarawa andfagge local government of Nasarawa education zone, Kano State.

1.4 Research Questions

The following are the research questions of the study:

1. What is the effect of relaxation counselling technique on examination anxiety among junior secondary school students in Nassarawa education zone Kano State?
2. What is the difference in the effects of relaxation counselling techniques on examination anxiety between male and female junior secondary school students in Nassarawa education zone, Kano State?
3. What is the difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nassarawa and Fagge local government of Nasarawa education zone, Kano State?

1.5 Hypotheses

The following null-hypotheses were formulated and tested at 0.5 level of significance in order to achieve the objectives of the study.

1. There is no significant effect of relaxation counselling technique on examination anxiety among junior secondary school students of Nasarawa education zone, Kano state.
2. There is no significant difference in the effect of relaxation counselling techniques on examination anxiety between male and female junior secondary school students of Nasarawa education zone, kano state.
3. There is no significant difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nassarawa and Fagge local government of Nasarawa education zone.

1.6 Significance of the Study

The finding of the study enlighten school administrators, teachers, and counselors on the effect of relaxation counselling technique on managing examination anxiety This will enable them to improve on the method of assessing the students' performance by making the student aware of the fact that their getting less marks in the exams will not result in any kind of punishment. The finding help them realize that examinations are merely a segment of the learning process used to explore one's skills and give the same message to the parent as well. The study will also make the students understand that the process of learning is far more important than given exams. Appreciate even the slightest improvement in performance because it will enhance self-esteem, making child want to learn more and work hard to acquire more good grades. Share the improvement in students with the parents which will also do away with the notion that counselors or teachers only call the parent when the child is failing in class.

The study will help the students to believe in their strength because all the children have their own hidden potentials; therefore it will help the students to sort out their own area within oneself that need improvement. The studies enable the students to employ self-therapy with full

confidence and motivation, face the anxiety fearless and the student will bear in mind that “they study only to live and not living only to study”. Keep depression and suicidal tendency away with their positive thoughts.

The study enlighten the teachers to be aware of the fact that examination anxiety is not as a result of under preparation since examination anxiety can be observed among under prepared, fully prepared, normal prepared as well as over prepared students. The study will make the parent not to blame their children when they score low marks or grades. Parent should give emotional support and should not thrust their targets on children, they should not scold their children after result is out and do not make their children to feel guilty. The study will also assist counselling officers in the improvement of the quality of education by employing relaxation counselling techniques in assisting students to manage examination anxiety.

1.7 Scope and Delimitation of the Study

The scope of the study covers the effects of relaxation counselling techniques on examination anxiety behaviour among junior secondary schools students in Nassarawa Education Zone, Kano State. The research cover all junior secondary school in the zone, therefore, all private and other schools under science and technical board were delimited from the study.

This study focus in junior secondary school two (JSS2) because they have enough time for the treatment. Therefore J.S.S. one students are not very conversant with the school activities and yet to socialized with the school environment while J.S.S three students were busy taking their placement examination, so they do not have enough time for the treatment. The study covers only examination anxiety among J.S.S. two students while some other behavior disorder/psychological constraints like bullying, truancy, drug abuse etc were delimited from the study. Other counselling techniques were also delimited from the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed conceptual framework, theoretical framework and empirical studies. In the conceptual framework, the concept of anxiety and relaxation counselling technique have been discussed. Also signs and symptoms of examination anxiety, diagnosis of examination anxiety, inventories for measuring examination anxiety, how to overcome exam anxiety have been discussed. In theoretical framework, behavior counselling therapy have been discussed, empirical study, summary and uniqueness of the study have also been discussed in the chapter.

2.3 Conceptual Framework

2.2.1 Anxiety Disorder

Anxiety disorders are the most common mental illness in the general population worldwide and are the result of a complex interplay between genetic factors and lifetime events. Numbers estimating lifetime prevalence rates are abundant and fairly consistent and range from 12.5% in Flanders (Belgium) (2) to 13.6% on average in Europe (3) and to approximately 16% in the rest of the world (Bonnie 2003).

Anxiety disorders not only greatly affect health-care systems as a whole because of its high prevalence but also have great impact on individual patients suffering from such disorders. The feelings of anxiety patients experience can be so intense and paralyzing that the quality of their social and professional relations decreases to a great extent. Because of this, the sense of general well-being of these patients will further diminish which further potentiates the anxiety disorder and puts these patients in a vicious circle (Bonnie 2003). Therefore it is absolutely pivotal that patients seek and receive fast and adequate care. Anxiety disorders are described as being highly-

treatable; nevertheless only one-third up to one-half of all patients receives a treatment. Anxiety disorders are more chronic in nature than other mental disorders and patients tend to relapse in up to 50% of cases (6; 10). Patients suffering from an anxiety disorder are 3-5 time more likely of consulting a physician for reasons not directly related to their mental disorder (1; 3; 6; 22). Anxiety disorders are commonly treated pharmacologically with a combination of antidepressants and minor tranquilizers such as selective serotonin reuptake inhibitors (SSRI's) and benzodiazepines (6; 19). This pharmacological approach should not always be the primary aim of action however. Moreover, in certain cases the use of (extra) medication is highly discouraged: during pregnancy or in the perinatal period, in the elderly who often are already exposed to polypharmacy and who have an increased risk of falling, patients suffering from side-effects induced by use of SSRI's and benzodiazepines.

Because of all these aforementioned elements of anxiety disorders including its very high prevalence, it is absolutely necessary that primary care physicians are not only well aware of the magnitude of this problem but that they are also able to both diagnose and treat anxiety disorders in an excellent manner. Treatment strategies should include non-pharmacological approaches whenever possible and are sometimes even essential. We therefore aimed to perform a systematic review of recent literature to be able to present to primary care physicians a summary of *every* possible effective non-pharmacological treatment option for anxiety disorders for which exists some scientific evidence. In this way we want to maximize the therapeutic arsenal primary care physicians can make use of when working out a customized treatment plan for an individual patient suffering from an anxiety disorder.

A consideration of anxiety in general is necessary in order to understand specific disorders, such as PDA. Not all anxiety is pathological; people in nonclinical populations often experience

milder anxiety on a daily basis (Barlow & Durand, 2005). A moderate amount of anxiety can even be helpful, such as before taking a test or acting in a play, whereas too little anxiety or too much can hinder performance. An excess of anxiety can result in or exacerbate psychological dysfunction as exemplified by the anxiety disorders. Barlow and Durand defined anxiety as “a negative mood state characterized by bodily symptoms of physical tension, and apprehension about the future” (Barlow & Durand, 2005). Composed of varying features such as cognitions, behaviors, and physiological symptoms, anxiety is sometimes elusive to quantify in humans; it has often been studied in animals. These studies have contributed to the understanding of the biological contributions to pathological anxiety.

Pathological anxiety results from an integration of various factors. Biological factors, including genetic and neurological aspects, form a significant contribution. Like most psychological disorders, a tendency towards excess anxiety and anxiety disorders is heritable according to Barlow and Durand (2005). Although no one single gene is implicated, influence has been found from multiple genes located across different chromosomes on the development of a tendency towards anxiety. Recent research using quantitative trait loci has particularly associated portions of chromosomes 1, 12, and 15 with anxiety in animals. Brain systems involving the activities of neurotransmitters have also been increasingly implicated in the development and expression of anxiety. Damsa, Kosel, and Moussally (2009) found that, in the last ten years, brain imaging may be significant for anxiety disorder research.

These techniques could provide information regarding neurological causes for anxiety disorders and pharmacological treatments. They found an overall emphasis throughout the literature on the role of the amygdala, anterior cingulate cortex and insula in anxiety disorders. The limbic system, including the amygdala, is central to the processing of anxiety, serving as an

intermediary communicating signals, including threats, from the brain stem to the cortex (Barlow & Durand, 2005).

2.2.1 Examination Anxiety

Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behavior such as pacing back and forth, somatic complaints and rumination. It is the subjectively unpleasant feelings of dread over anticipated events such as the feeling of imminent death.

Test anxiety is anxiety that usually comes before or during the taking of tests. The symptoms can be physical and mental and usually inhibit your ability to perform as well as you otherwise could. More than four decades ago Spielberger (1972) defined test anxiety as an “unpleasant state characterized by feelings of tension and apprehension, worrisome thought and activation of the autonomic nervous system when an individual faces evaluate achievement demanding situations” modern day definitions described test anxiety as excessive fear or worry about situations involving formal evaluation, like tests or major papers, worry often involves thinking the self-worth, motivation or even acceptance by peers, parents or teachers depends on academic achievement this anxiety may be experienced before a testing situation, during preparation for testing and or during the testing situation itself.

Test anxiety affects students in the field of assessment and evaluation of their abilities and achievements. According to Steinmayr, Crede, McElvany, & Wirthwein, (2015) test-anxious persons are characterized by acquired habits and attitudes that involve negative self-perceptions and expectations. These self-deprecating attitudes dispose test-anxious persons to experience fear and heightened physiological activity in situations such as examinations in which they interpret and respond to events in the environment.

Test anxiety is characterized by physiological arousal, negative effect and worry in situations when people are evaluated or examined which lower their performance. It is most common among students and it has been estimated that around 30% of the students population of the world experience some form of test anxiety. Anxiety has been studied since the early 1950s but it was Spielberger (1972) who first divided it into two types chronic or trait anxiety and temporary or state anxiety.

Trait anxiety is the individual to be anxious and to find certain situations dangerous and threatening. State anxiety on the other hand, is a temporary state of an easiness accompanied by physiological and behavioral reaction connected to the autonomic nervous system which usually varies in intensity consequently, text anxiety is a form of state anxiety because it occurs only in situation when people are examined and elevated and performance is of great importance.

On the basis of state trait anxiety theory spielberger and colleagues developed the test anxiety inventory (TAI) to measure an individual emotionality and worry. TAI is a self-report psychometric scale which measures the individual in test anxiety as a situation specific trait. The state trait anxiety inventory (STAI) also designed by Spielberger (1972) measures anxiety in adults. It differentiate between temporary and chronic anxiety and helps professional determined whether their patient suffer from depression or have temporary feelings of anxiety. STAI's simplicity is appropriate for evaluating individual with lower educational backgrounds.

According to Liebert and Morris (1967) test anxiety enlists of two component, namely emotionality and worry, because it can manifest itself cognitively or physically. The emotionality element is the affective dimension of anxiety and describe the physical reaction of students in relation to performance. The most common symptoms that students may experience while being examined or elevated include nausea, cramps, faintness, excessive sweating, headache, dry

mouth, increased breathing rate, fast heartbeat or tense muscles. The worry elements refers to cognitive distress and it is negatively affects concentration attention and information processing. It is characterized by mental black-outs that is not knowing the answers during the test, negative thought about past performance or consequences of failure and negative self-perceptions and expectation. The inability to concentrate and the feelings of inadequacy and self-condemnation indigenous to the worry component have a more detrimental effect on academic performance the emotionality elements.

Anxiety disorders are common affecting about 18 percent of adult. But only about a third of people with anxiety seek treatment according to the anxiety and depression association of America ADAA (2016). Anxiety disorder affect an estimated 25 percent of 13 to 18years olds. Untreated childhood anxiety can cause children to perform poorly in school and on tests.

ADAA (2016) stated that that test anxiety can affect anywhere between 10 to 40 percent of all students. That percentage has seemed to increase alongside the increase in standardized testing.

Some researchers reported that test anxiety is more detrimental to performance for some people then others. Students with good working memory actually achieved higher test results when they had test anxiety. However, student with poor working memory had poor test results associated with test anxiety.

Timothy (2017) reviewed that, test anxiety can affect everyone from kindergarten to PhD candidates. If you have test anxiety you may have anxiety and stress even if you are well prepared for the exam can also causes difficulty concentrating .you may feel like your thought are jumbled and you have forgotten everything you have learned you can also become more indecisive and you may struggle to choose between two different answers. In some cases these symptoms may have a precursor to or part of a panic attack.

Asma, Dahar, & Riffat, (2015) reviewed an article on investigation of the factors of examination phobia among students. They described examination phobia as pervasive problem that is faced by almost all students. Examination phobia is conceptualized as a severe fear and anxiety that students undergo in an evaluative situation. It is several times more intensive than a usual fear from exams. It impairs human mental faculties and exerts negative impact on students cognitive capabilities and personality by diminishes their consistency in performance in stressful evaluative situations. For student's fear of examination, psychologists use different terms like examination phobia, test phobia, fear of exam, test anxiety etc. Students' examination phobia is their emotional state with anxiety predisposition. It is a barrier to get good performance that comprises to affect the mental and physical health of a student. Due to that students may develop various mental and emotional problems such as vomiting, stomach disturbance, loss of appetite, sleep disturbance, irritability restlessness, in ability to recall and confusion etc. In some cases, they may commit suicide.

They further stated that one key element of anxiety about exams is worry that exerts adverse effect on mental capabilities. Therefore, number of students argued that performance decrement in test anxious students is due to worry meanwhile, it is considered that worry is the basic attribute in difference anxiety disorder and phobia some students are more anxious than others. The main difference between high and less examination phobia students is they are different in their preoccupied thoughts. The performance differences between them are due to occurrence of interfering thoughts. However, different factors of one's life increase the susceptibility to distraction and interference during preparation and taking exams. These factors intrude with cognitive ability of students and evaluated the fear or anxiety into phobia. The factors may be personal, home related, teachers related and social that interference with one's mental and

emotional condition before, during and after eradication situation. Their study is based on the idea working behind the cognitive interference model. This model postulates, worry or anxiety of exams produce intrusive thoughts that causes poor concentration and distraction from task that further result in implied performance. While their aims has to find out those troublesome factors that make students worried and they remain preoccupied with them thus distracted from the task. Cognitive interference model was used to elaborate and provide support to the fact that preoccupation of different troublesome thoughts interference with student focused attention before and during exams. These thoughts divide their attention between themselves (their worries and personal worth) and on task and therefore they were not able to perform at their true level.

The International Journal of psychology reviews an article on a theoretical approach to managements of examination phobia. Examination phobia is viewed as a psychological condition which people experience extreme stress, anxiety, discomfort and irrational fear during or before the examination. A little nervousness or tension is healthy for a person that it can help him/her to perform his/her best. But when this tension or stress becomes so excessive that is actually hampers person's performance on an exam and it is called examination phobia. They review that everybody experience fear or anxiety in life, but threshold differ from individual to individual when the fear or anxiety is strong and irrational, this can be considered as phobia stimulus that causes phobia differ from individual to individual phobia or test anxiety. This means examination phobia, it is an excessive worry about upcoming exams, lifestyle issues, negative thinking, self-criticism studying styles, psychological factors, fear of being evaluated apprehensive about the consequences and is experience by many normal students it affect

socially and friendly people and lead to social withdrawal, avoidance of friends and family, self-defeating thoughts and suicide thoughts.

Jayatunge (2010) reviewed a paper on exam phobia in school children, in which he stated that a larger number of school children undergo exam related fears sometimes these fears are overwhelming. It can cause low performance and failure in exams. As a matter of fact most of the children who are shattered by exam phobia have a good IQ and positive motivation they show favourably in the classroom. But when they go to the exam these students become highly stressed, have fear and they are unable to face the exam with phobia feel extremely fearful and unsure. Following the increased fear they are unable to grasp theoretical material and find it difficult to remember. Exam phobia is a form of anxiety condition which is common among school children. In the verge of exams the fear increases and some manifest psychosomatic ailments such as abdominal pains, vomiting, headache, dizziness, tremors which have no apparent medical basis. Some students with exam phobia manifest the following anxiety related features during the exam period; unable to relax, dizzy or light headed, heart pounding or racing, unsteadiness, feelings of choking, hands trembling, fear of losing control, difficulty breathing or chest pain indigestion or discomfort in the stomach, feeling faint, feelings of unreality or disorientation, Amnesia or difficulty in remembering studied materials. He emphasizes that exam phobia is a self-damaging factor which negatively affects the students and their performance. The student is unable to give his maximum productivity and the end result would be critical.

Lyness (2007) reviewed an article for numerous foundations on test anxiety. He described test anxiety as a type of performance anxiety a feeling someone might have in a situation where performance really counts or when the pressure is on to do well. Like in other situations where a person might feel performance anxiety, test anxiety can bring on "butterflies" a stomach ache, or

a tension headache, some people might feel shaking, sweaty or feel test to be given out. A students with really strong test anxiety may even feel like he or she might pass out. Test anxiety is not the same as doing poorly on a certain test because the mind is on something else. Most people know that, having other things on their mind such as breakup or the death of someone close can also interfere with their concentration and prevent them from doing their best in a test. According to Lyness (2007) all anxiety is a reaction to anticipating something stressful like other anxiety reaction, test anxiety affect the body and the mind. When you are under stress, your body release the hormone adrenaline, which prepares it for danger (this is referred to “fight” of flight reaction) that is what caused the physical symptoms such as sweating a pounding heart and rapid breathing these sensations might be wild or intense.

Putwain and Best (2006) examine test performance among elementary children when the teacher puts pressure on the students in an attempt to create a more high stress environment. Their findings showed that students perform worse in high threat situations and experience more test anxiety and worrisome thoughts than when in low threat environment examination phobia is known to develop into a vicious cycle. After experiencing test phobia on one test, the student may become so fearful of it happening again they become more anxious and upset then they would normally, or even when they experienced on the previous test. If the cycle continues without acknowledgement or the student seeking help, the student may begin to feel helpless in the situation.

Some researchers, such as Weismann (1940) as cited in Tollefsbol (2017) believe that inheritance also plays an important role in increasing the vulnerability of phobia. This means people who experience examination phobia or other types of phobia often have parents or siblings who have phobia. This means phobia does seem to have some genetic components.

2.2.2 Types of Examination Anxiety

Christine (2016) described exam anxiety as the experience of feeling an intense moment of fear or panic before and during an exam or assessment.

She explained two types of anxiety.

- a. Low anxiety: students who experience low anxiety may feel a little nervous about an upcoming exam but are still able to focus their attention on their studies or the question asked during the assessment. Usually low anxiety students are not strict with intrusive thoughts or feel debilitated by the exam.
- b. High anxiety student who experience high anxiety show an immediate anxiety reaction when exposed to the feared test situation. They attempt to avoid the situation by not showing up to the exam or may endure it but with extreme fear. High anxiety can tip some into a sense of panic “I just really can’t do this”. Student with either high or low anxiety can respond to tests in different ways. But research shows that managing anxiety effectively can actually help with exam performance. The challenges are to recognize when anxiety has increased past an optimal level so that it starts to impact your ability to complete the exam. This is a high level of anxiety include a speeding heart, damp hands, shortness or rapid breath, and feeling queasy. The physical responses are usually experienced in high, level of anxiety when the “fight or flight” response is triggered.

This is how our bodies respond to perceived threat and while not comfortable, it is not harmful

2.2.3 Signs and Symptoms of Examination anxiety

Examination anxiety may be physical, emotional or mental response you experience, such as feeling an instance headache, butterflies in the stomach or going blank before or during an exam.

Researchers believe that feeling of anxiety arise to prepare of person for threat. Responses consist of increased heart rate, stress hormone secretion, restless, vigilance and fear of a potentially dangerous environment. Anxiety prefers the body physical, cognitively and behavioral to detect and deal with threats to survival. Therefore the following are some of the sign and symptoms of test anxiety Chigbu, (2013):

- 1. Physiological over arousal:** - This sign include headache, stomach-ache, nausea, diarrhea, excessive sweating, and shortness of breath. Light headache or fainting, rapid heartbeat and dry mouth. Examination anxiety can also lead to have a sudden intense fear, difficulty in breathing and extreme discomfort.
- 2. Cognitive and behavioural symptoms:** - Difficulty in contrasting or organising thoughts, thinking negatively and comparing oneself to others, indecisive about an answer and going blank or freezing, confusion. The inability to concentrate lead to impaired performance on test student often report “Blankingout’ even though they have studied sufficiently for the exam.
- 3. Emotional symptoms:-**Feeling of anger panic, restless, nervousness, continual doubt, helplessness, disappointment, low self-esteem, depression and feeling of hopeless are common emotional responses to examination anxiety.
- 4. Worry and dread-Malpractice Cognitions:** This includes catastrophic expectations of gloom and doom, fear of failure, random thoughts, and feelings of failure, random thoughts and feelings of inadequate, self-condemnation, negative self-talk frustration and comparing oneself unfavourable to others.

All these together leads to poor performance than to poor achievement, which in turn creates anxiety. They may be preoccupation with negative thoughts, doubting their academic ability and intellectual competence Sarason&Sarason (1974) as cited in Chigbu, (2013).

2.3 Causes of Examination Anxiety

A lot of people think that examination anxiety is the result of under-preparation for a test or an examination and fear of flunking the exam leads to a stressful situation for the students or a phobia. However, research specialist have simply discarded this theory and made this point very clear that examination anxiety can be observed among an underprepared, fully prepared, normally prepared as well as over-prepared student. At times the most anxious people tend to be the ones who are least prepared but even bright students who have prepared well may also experience anxiety that may cause an examination anxiety. The following are the cause of examination anxiety (Abbott, 2016)

1. Lack of Preparation

Examination anxiety stem from many sources but is most commonly caused by lack of preparation. Inadequate study, poor study habits, cramming the night before the exams, poor time management, lack of organization of the text notes and homework are example of being unprepared. Not studying at all or waiting until the last minutes can leave individual feeling anxious and over whelmed.

2. Fear of Failure

The association of grades and personal worth] examination anxiety can be caused by worrying about how others are doing on the test and the consequences if you don't do your best. While the pressure to perform can act as a motivator. It can also be divesting to individuals who tie their self-worth to the outcome of a test.

3. Poor Test History:

Examination anxiety can be caused by worrying about past test performance. Bad experience or previous problems with test taking can lead to a negative mind-set and influence performance on future tests.

4. Excessive Pressure and Fear of Teachers-

This can cause examination poor especially if the teacher is used to embarrassing the students.

5. Poor motivation and lack of self esteem
6. Being placed into a course above one's ability
7. Poor nutrition and sleeping disturbance

8. Unrealistic expectations of parents from their children

Researchers shows that parental pressure associated with greater worry and fear of failure, as well as characteristics of test environment such as nature of the test difficulty, atmosphere , time constraints, examiner characteristics, mode of administration and physical setting can affect the level of anxiousness felt by the students.

2.5 Diagnosis of Examination Anxiety

Examination anxiety can be diagnosed using the diagnostic and statistical manual-iv on classification of social phobia. Social phobias are characterized by a marked and persistent fear of social or performance situations in which embarrassment may occur. In order to diagnose these suffering from a social phobia, the DSM-iv states that the individual must present four different factors. Must show an immediate anxiety response when expose to the feared social or performance situation (Mcdonal, 2001).

There are several instruments evolved to measure examination anxiety among students such instruments include.

1. **Achievement Anxiety Test (AAT)**: this was developed by Albert and Harber (1960). It was developed to measure the concepts of facilitating anxiety scale (AAT+) consisted of a items while the debilitating anxiety scale (AAT) was made up of 10 items. The AAT has been used much less extensively in research on test anxiety although the psychometric information provided in the test is more detailed (Spielberge, Anton and Bendell, 1976).
2. **Test Anxiety Questionnaire (TAQ)**: This was developed by Mandler and Sarason (1952). It was the first widely used instrument for measuring individual differences in examination anxiety. The TAQ is a self-reporting inventory which assessed self-oriented thoughts and physiological reactions before, during and after intelligence tests and course examination. Subjects first respond to an initial set of 42 test anxiety questions by marking a 15 centimeter graphic scale with a specified midpoint and explicit end-point. The respondents test score or each question was than expressed in millimeter only, 37 items were found to be reliable and these constituted the 37 item
3. **Worry Emotional Questionnaire (WEQ)**: This was developed by Morris, Davis and Hutchings (1981). The instrument was used to measure two major components of test anxiety i.e. “worry” and ‘emotionality” it consists of ten items selected from the TAQ on the basis of the content validity of those items for assessing students. Emotional reactions and cognitive concern or worry during the examination.
4. **Test Anxiety Scale (TAS)**: this was developed by Sarason. It succeeded the TAS. TAS was to administer and it constituted initially of 16 TAS items that were written in a true-false format, Additional items were subsequently added to form 37-item TAS.

5. **Suinn Test Anxiety BehaviourScale(STABS)**: this was specifically developed by Suinn (1969) to measure test anxiety in conjunction with behavior therapy research. The scale consisted of 5 items that described test-related behavioral situations that were assumed to arouse different levels of anxiety during examinations, subjects were required to rate their amount of anxiety level in each situation on a 5 point scale from “not all” to “very much”.
6. **State Trait Anxiety Inventory (STAI)**: this was developed by Spelberger, Gorsuch and Irshene (1970). It consisted of two segments, a-state scale and a-trait scale. A state scale consisted of 20 items that instructed the subject to indicate how he/she feels “right now, at this moment’ by rating himself/herself on a four-point scale of “not at all somewhat moderately so” and very “much so”. The a- trait segment of STAI also contain 20 items and subject was asked to respond to these items according to general feelings by rating himself/herself on four points scale “almost neversometimesoften” and “almost always” STAI a-state. Scale has been reported by Spielberger, Anton and Bendell (1976) to increase in response to various forms of stress and decline in response to relaxation training. While the STAI a-trait scale appears to reflect relatively stable individual differences in anxiety proneness that is differences in the disposition to respond to ego threats with differential elevation in a-state (Spielberger, Anton and Bendell, 1976).
7. **Test Anxiety Inventory (TAI)**: further researches have led to the development of this inventory by Spielberger (1980). TAI is a 20 items self-reporting scale that was designed to measure individual difference in test anxiety as a situation specific personality trait. The two major goals that guide the development of TAI of Spielberger(1980).
 - a. To construct a relatively brief objective and self-reporting skills with a total score that tolerate highly with other widely used global measures of anxiety

- b. To use factor analysis in deriving sub skills for measuring worry and emotionality as the measure component of test anxiety.

Subject responding to TAI are instructed to indicate how they generally feel on iv-points frequency rating skill of “almost never “sometimes”, “often” and “almost always”.

8. **Reaction To Test:** this was developed Sarason (1984-1988): he conceptualized examination anxiety as consisting four components instead of the two components(worry and emotionality). His four component was worry, irrelevant thought, tension, and bodily symptoms. He developed 40 items reaction to test skills with ten items sub skills to measure each components he highlighted.
9. **Reversed Test Anxiety (RTA):** this skill was developed by Benson, MolenJullien, Schwartzer, Seipp and El-zahhar (1992). The skill consist of 20 items which cover the 4 components of anxiety.

2.6 How to Overcoming Examination Anxiety

As defined earlier, anxiety is an intense fear situation from something that may or may not possess any actual threat in reality. Anxiety may turn people down and at times may become their greatest enemies or hurdles in their life. Examination anxiety among the student can be great hurdle for their academic success. It is very important to realize on time that you have developed an anxiety and overcomes it at right time before it ruins a good opportunity of your life. It is important to realize that factors such as caffeine, alcohol and certain medications can cause anxiety symptoms, traumatic life events such as the death of family member. Witnessing a death, war and natural disasters such as hurricanes and earth quake may trigger anxiety disorder.

If you are suffering from any kind of anxiety it is very important that you must act to overcome your problem before it takes on to you when it comes to treating anxiety self-help strategies and therapy can both be effective.

As a general rule, self-help is always worth a try. The more you can do for yourself the more in control you'll feel which goes along way with anxiety and fears. However, if your anxiety is so severe that it triggers panic attacks or uncontrollable anxiety. You may want to get additional support. Do not hesitate to get a professional support if problem is serious.

If you are trying self-therapy than you must start with full confidence and motivation. Face your fears, one step at a time and should never consider stepping back an option. It's only natural to want to avoid the thing or situation you fear but this time don't avoid them rather find your ways out to deal with those. When it comes to overcoming anxiety, facing your fear is the key. Face your anxiety tearless and you will wonder that no longer these would be a position for you while avoidance may make you feel better in the short-term.

It prevents you from learning that your anxiety may not be as frightening or overwhelming as you think. You never got the chance to learn how to cope with your fears and experience control over the situation. As a result the anxiety becomes increasingly scarier and more daunting in your mind. Hence don't fear just face these strongly and kick your anxiety away from your life forever. Examination anxiety can be controlled with an attitude adjustment, visualizing success can take you a long way, if you tell yourself you can't succeed than you won't. If you tell yourself you can succeed and do well, you will start by preparing before and after exams. The following strategies will help in reducing examination anxiety (Megan, 2018)).

2.6.1 Reduction of Examination Anxiety with Effective Studying

The following are the processes of reducing examination anxiety using effective studying:

- 1. Remember you have already learned the information.** The most effective way to study is attend class regularly, take good notes, do your homework, and otherwise be an active student. If you have done this, you are already way ahead of students who have not been doing this.
- 2. Leave yourself plenty of time for studying.** Waiting until the night before a test to start studying is likely to spike your anxiety. You will be crunched for time, you will not have time to ask questions or find lost information, likely feel overwhelmed, and otherwise be in a bad situation. Instead of waiting until the last minute, start studying as soon as a test is scheduled. With several days or even a week to prepare, you'll feel more relaxed because you have plenty of time to learn the material. Draw up a schedule to make most of your study time. Set aside as much time as you feel you need; it could be 20 minutes a day, it could be 2 hours a day. You can adjust this if you feel you need more or less time after studying for a few days. Stick to this schedule so when it comes time for the test, you know you've prepared as well as possible. You should also get into the habit of looking over your notes from class every day. Statistically, students who do this get better grades on tests because the brain absorbs information more efficiently this way. It can help with your anxiety because you will have a head start on your studying before you even knew a test was coming up.
- 3. Keep all of your notes and schoolwork organized.** Being disorganized can make anxiety much worse. You'll start to panic because you can't find that one page of notes you need to know, and then lose time looking for it instead of studying. To avoid this

problem, keep all of your schoolwork neat and organized. That way, you'll be able to find everything you need and spend the maximum amount of time studying. Keep all of your notes for a certain class in one notebook, so everything for that class is in one place. Also make sure to date the page every time you take notes. If you take notes on your computer, keep your notes, assignments, and any study aids in separate folders for each class, and date all of your notes. Designate a folder for any loose material you have for a class. Handouts, essays, homework, assignments, and past tests can go in here so you can find them easily when you need them.

4. **Take breaks while studying.** Although you should study as much as you need to, it is possible to overdo it. Spending every minute of the day studying will wreak havoc on your nerves and make anxiety worse. Be sure to factor breaks into your study schedule. Every hour or two, you should take a break for 10 minutes or more. Any activities will do. Try watching TV, exercising, doing some stretches (especially for your neck and arms), going for a walk, taking a nap-whatever you have to do. This will rest your brain and you can come back to your studies refreshed and ready to continue.
5. **Keep the exam in perspective.** While under stress, it is very easy to “catastrophize”—that is, think the very worst of the situation and get worried about what is unlikely to happen, but mildly possible. This can set off a chain reaction, in which the student gets more anxious, more distracted, more worried, and then less likely to do well. Some mindsets to help put things in perspective. If you have been doing well in exams throughout the class, it is likely you will do well here. If you do not do well, it is probably not the end of life as you know it. Many tests can be taken more than once, whether it is a driving test, passing the bar, or just having to re-take chemistry class.

2.6.2 Reduction of Examination Anxiety Physically

The following are the physical strategies in the reduction of Examination Anxiety:

- 1. Look for physical symptoms of anxiety.** Anxiety is not only an emotional state; it produces physical symptoms that you can identify if you know what to look for. If you experience any of the following symptoms when studying or thinking about a test, this would be a tell-tale sign that you're feeling anxiety. You can then take steps to alleviate symptoms.
- 2. Stay active.** Exercise and physical activity are great ways to reduce anxiety. Physical activity releases endorphins that will elevate your mood. It will also distract your mind from the test and studying, so your brain will have a chance to relax and refresh itself. Any number of physical activities will have a beneficial effect on your anxiety. They include, but certainly aren't limited to: Going to the gym, taking a walk, doing housework, riding your bike, working outside, playing sports.
- 3. Eat proper meals regularly.** Oftentimes people suffering from anxiety have trouble eating and skip meals. This is a mistake. Hunger can make your anxiety worse. It will also starve your brain of nutrients and you won't be able to focus very well. Eat at least three balanced meals every day to keep your strength up. Make sure your meals are nutritious. Whole grain products, fruits, vegetables, and lean proteins are best because they will provide you with a sustained release of energy that will carry you through your study session. Avoid sugary foods and drinks. Not only are these bad for your health, but the spike in your blood sugar will make you jittery, which could increase your anxiety. Also, the energy high will come with a crash before too long, and you won't be able to study effectively anymore.

4. **Get plenty of sleep.** Sleep deprivation is another cause of anxiety. Commit to getting a full 8 hours of sleep or more every night. This will ensure that your brain has been properly rested and you can start studying with a fresh mind.
5. **Stretch your muscles.** Anxiety often causes muscles to tense up, particularly those in the upper back and neck. This will cause pain and discomfort, inhibiting your ability to concentrate. During your breaks, make sure you stretch and massage any muscles that feel tight. Not only will this give you physical relief, but the action of stretching will help reduce your anxiety.
6. **Try meditation.** Meditation is designed to relax your body and mind, so **it** is great for people “suffering from anxiety. If you’re feeling anxious preparing for a test, schedule in some meditation time. Read *Meditate* for a detailed guide on meditation.
7. **Avoid people who generate anxiety when studying.** You might have certain friends or acquaintances who also suffer from test anxiety and always vocalize their fears. This doesn’t mean you can’t be friends with them, but it might be best to take some space from them while you’re trying to study. You might be making a good effort to curb your own anxiety, and allowing their negative thoughts to overcome you could set you back.

2.6.3 Reduction of Examination Anxiety Mentally

The following are mental strategies for the reduction of Examination Anxiety:

1. **Think about your cognitive state.** Anxiety often impairs concentration and causes sufferers to simply blank out. If you’re trying to study but just can’t bring yourself to focus, you could be suffering from anxiety. Procrastination is also a symptom, since avoidance of a problem is a defense mechanism. If you notice these symptoms, it is time to take action and work on your thought processes.

- 2. Analyze your thought patterns.** Often when people suffer from anxiety, they focus on overwhelmingly negative thoughts. You may say to yourself “I’m definitely going to fail this test,” or “If I fail this test my life is over.” These thinking traps are a symptom of anxiety, as well as a cause of greater anxiety. If you find yourself thinking this way about a test, you can take some steps to address and remedy those thoughts.
- 3. Isolate and analyze negative thoughts.** When a negative thought enters your head, stop what you’re doing and think about it. By breaking down negative thoughts, you can find that most of them are unrealistic, and then replace them with more positive thoughts. Think about whether this thought is logical. For example, you think “If I fail this test, my life is over.” Is that really true? In almost all situations, no, it’s not true. There is no logical way a test will result in your life ending, making this an unrealistic fear.
- 4. Put negative thoughts in perspective.** When many negative thoughts are put in real-world perspective, they don’t seem so serious. For example, you’re convinced that you will fail the biology test tomorrow. But you’ve gotten good grades on every biology test this semester so far. Past experience is on your side here. This new perspective makes your fear seem more unlikely, since you’ve already established that you’re good at biology.
- 5. Replace illogical thoughts with logical ones.** Once you’ve established that a fear is illogical, *you* can work on replacing it with a more balanced and logical thought. This will bring your mind back to reality and help break down illogical fears. Once you’ve isolated the thought that “I will definitely fail this test tomorrow,” replace it with, “I’ve been studying all week, I know this material, and it’s within my power to do well on this test.” This new pattern of thinking breaks down your fear that was based on nothing, and

replaces it with a new thought that is rooted in reality. Even if you can't get past the idea that you will fail tomorrow's test, you can use logic to help you remain calm by reminding yourself that a failed exam doesn't mean you will fail the class. Remind yourself that you may even have other options, such as investigating extra credit or asking to re-take the exam.

- 6. Use positive self-statements.** When people suffer from anxiety, they usually use negative self-statements like "I'm stupid," or "I'm worthless." These kinds of statements can easily cause your anxiety to progress into depression and threaten your overall mental health. Just like you replaced your illogical fears with logical thoughts, replace negative statements with positive ones. Make an effort to tell yourself "I'm a hard worker," "I'm tough," "I can do this," or "Everything will be okay." That way you can cut negative statements out of your thinking and improve your happiness and mental health. Statements such as "I'm stupid" or "I'm worthless" are not only unhelpful, they're untrue because they summarize you based on one observation. For example, if you've performed poorly on your calculus quizzes so far, you might think "I'm a loser." This is an emotional overstatement. Try to think about the facts instead: you just happen to be performing poorly on calculus quizzes. This says nothing about who you are as a person, or your ability in other areas.

2.7.1 Relaxation Counselling Techniques

A relaxation technique is any method, process, procedure or activity that helps a person to relax; to attain a state of increase calmness or otherwise reduce levels of pain anxiety, stress or anger. Relaxation techniques are often employed as one element of a wider stress management program

and can decrease tension, lower the blood pressure and slow heart and breathe rates, among other benefits (Goleman and Daniel as cited in Saras, Pieter & Rudolf, 2009).

Relaxation is a skill that requires somehow and little practice. Fortunately it is easy to learn and enjoyable to practices. Relaxation exercises typically involves learning how to breathe properly, letting go of physical tension, and cleaning unpleasant, intrusive thoughts from the mind. The benefits of practicing relaxation exercises are invaluable. Relaxation exercise helps to reduce stress which can contribute to physical ailments. They can also decrease anxiety, panic disorder and depression. This exercise can increase mental clarity and ability to focus (Saras, Pieter & Rudolf, 2009).

2.7.2 Uses of Relaxation Technique

People use relaxation techniques according to Mayo clinic (2017) for the following reasons, among others; Anger management, Anxiety attack, Cardiac health, Childbirth, Depression, Headache, High blood pressure, General well-being, Preparation for hypnosis, Immune system support, Insomnia, Pain management, Relaxation (psychology), Stress management, Addiction management, Nightmare disorder

Various techniques are used by individual to improve their state of relaxation. Some of the methods are performed alone, some require the help of other person (often a transformed professional) some involve movement some focus on stillness, while other methods involves different elements certain relaxation techniques known as “formal and passive relaxation exercise” are generally with minimal movement and involves a degree of withdrawal (Smith, 2007) these includes: Autogenic training, Biofeed back, Deep breathing, Meditation Mind body relaxation, Pranayama, Progressive muscle relaxation, Ceigong, Self-hypnosis, Transcendental meditation technique, and Visualization.

Some relaxation methods can also be used during other activities, for example auto suggestion and prayer at least one study has suggested that listening to certain types of music particularly new-age music and classical music can increase feelings associated with relaxation such as peacefulness and a sense of ease (Smith, 2007). Irvine, Keniger, & Gaston, (2013) write that even actions as simple as a walk in the park have been shown to and feelings of relaxation, regardless of the initial reason for the visit.

2.7.3 Effects of Relaxation Counselling Technique on Examination Anxiety

Relaxation exercise are easy to learn and implement and can be remarkably effective in addressing stress, test anxiety, all kind of phobia and other similar concerns psychologist and wellbeing teams at school have arrange of techniques to help manage test anxiety and can also recommend ways to implore your study habits.

The goals of the techniques are to help students understand the nature of their anxiety so that can cope more effectively with upcoming evaluation. This way include behavioral intervention that aims to teach relaxation training like mindfulness. Mindfulness is where a student tries to focus on the present moment while calmly acknowledging and accepting their anxious feelings, thought and physical reactions. Relaxation techniques can be used alongside a process of systematic desensitization, this is where a person of visualizes a scene while completely relaxed and the mental image evokes some of the feelings of the real scene. The idea is that if you learn to relax while visualizing yourself taking the exam you can also learn to be relaxed while actually taking the exam.

Relaxation techniques can be effective methods of reinforcing stress and test anxiety. When you use relaxation method, your body react both physically and mentally with a relaxation responses.

The relaxation response replaces your body's anxiety response to the stressful situation and this following physiological changes occurs:

- a. Your heart rate shows down
- c. Your breathing become slower
- d. The blood flow to your brain increase
- e. Your metabolism become lowers
- f. Your blood pressure becomes lower
- g. The level of nitro oxide in body increase

2.7.4 Tool for relaxation

Grove (2016) explained that, if you are one of the thousands of people that suffer from test anxiety, relaxation techniques are important tools in learning how to overcome your anxious feelings .although learning the relaxation techniques that can change your test anxiety response to relaxation response is not difficult, you o need to practice them on a regular basis until you are comfortable with them. Remember that every individual. Try several different techniques before you decide with one are best for you. The best thing you can do to cope with test anxiety before a test anxiety before a test is prepare as much as possible. Learn the best study methods that work for you and spend plenty of time study before each test. When possible take practice test beforehand. Try to get plenty of sleep the night before. The morning of exact a healthy breakfast that has some protein to keep you going. During the test itself, there are several method y6ou can use to reduce anxiety you can also include these.

1. Take several show, deep breaths and consciously relax your muscle one at a time
2. Reach each question slowly and more than once. Make sure you completely understand what the question is asking.

3. Take the test one question at a time focus only on the question.

2.7.5 Relaxation Techniques and Examination Anxiety

Using test anxiety, relaxation techniques can help you reduce your anxiety, gain a feeling of control over the situation and focus on the test material. According to Worcester polytechnic institute, using both short-term and long-term relaxation responses techniques can help reduce and control anxiety associated with test taking. These techniques are simple to do. You can easily accomplish them before entering the testing area or while sitting at your desk before and during the examination. Relaxation techniques include behavioral therapeutic techniques include behavioral therapeutic approaches that differ widely in philosophy, methodology and practice. Relaxation strategies have been used for centuries as integral components of major philosophical theological and therapeutic traditions. It is such a ubiquitous component of behaviour therapy that it has been referred to as “behavioral aspirin”. In general relaxation techniques refers to any strategies aimed at reducing arousal. Progressive muscles relaxation is a techniques that involves tensing specific or different muscles groups and then relaxing them to create awareness of tension and relaxation. It is termed progressive because it proceeds through all major muscles groups, relaxing one at a time, and eventually leads to total muscles relaxation. It is an easy to learn skill that with some practice can be used to manage stress and symptoms of phobia or anxiety. The following are the relaxation methods technic:

1. Put your feet on the floor
2. With your hand grabbed underneath the chair
3. Push down with your feet and pull your chair at the same time for about five seconds.
4. Relax for five to ten minutes
5. Report the procedure 2 or 3 times.

6. Relax all your muscles except the ones that are actually used to take the exams.
7. Continue the same for 20 minutes.
8. Reduced examination phobia.

The following relaxation technique procedures were recommended for reduction of examination anxiety:

a. Differential Relaxation:

1. Sit up straight in your chair
 - i. Place both feet at the floor, making sure they are flat.
 - ii. Grasp the button side of your chair with your hands.
 - iii. At the same time use your hands to pull upon the chair and push your feet firmly down unto the floor.
 - iv. Hold this position while counting slowly to level approximately five seconds.
 - v. Repeat the process several times before the test begins

b. Deep breathing method

Metropolitan community college recommends deep breathing in relaxation technique. Deep breathing is an effective way of showing down the body natural responses to stress. It shows down the heart rate, lower blood pressure and provides a feeling of being in control. This simple techniques can be done by anyone in the following way:

- i. Inhale, taking a deep breath that fills your diaphragm as you push it down and outward by moving your diaphragm your longs can fully inflate.
- ii. Hold your breath as you slowly count to three.
- iii. Slowly release the air as you exhale.
- iv. Focus on the feeling of your diaphragm mobbing back inward.

- v. Repeat the cycles five times.
- vi. Repeat if needed

c. Visualization

The University of California at Berkeley recommends visualization as a strategy to reduce overall stress levels. When it comes to rejoicing the stress of test anxiety, a visualization method known as palming is a popular choice this visualization methods is easy to perform while sitting at your desk before taking a test. This techniques uses the imagination to slowdown the chatter of the mind and help release negative thought and worries. This techniques can be especially useful following progressive muscle relaxation, which first relaxes the muscles and then calm the mind. Imagining a beautiful, peaceful place is one type of visualization that's easy for nearly any to use. Because the method concentrate the mint on posture images in an attempt to reduce pain, stress to sit comfortably and guided through imagination of something pleasurable to him such as calm music, beautiful places etc. which brings relaxation. After relaxation the individual is guided through image of his/her mark sheet with desired mark in it as:

- i. Close your eyes.
- ii. Use the palms of your hands to gently cover your eyes, being carefully not to touch your eyes with your hands. To do this, place your fingers on your forehead and your lower palms on your check bones.
- iii. Imagine a relaxing scene or a quiet place you love to go. The place you choose can be real or imaginary.
- iv. Imagine yourself t the relaxing, quite place.
- v. Begin preaching the palming method of visualizing several days before the test date. The more you practice this technique or any relaxation method the easier it becomes.

One can use long term relaxation techniques to help reduce the likelihood of experiencing test anxiety as well toward it off during the testing situations. Some of the long term relaxation technique to be used for examination anxiety include the following techniques:

d. Positive self-talk

Luther College recommend positive self-talk as a relaxation response for test anxiety. Engaging in positive self-talk before and during tests decreases test anxiety and can help build self-confidence, whereas negative self-talk whereas negative self-talk erodes your confidence and increases your anxiety level. Two strategy simply involves talking yourself through the anxiety by focusing on positive factors without allowing thought about negative experiences or expectations enter your mind. Therefore, when you find yourself feeling stressed as examination approaches, try the following positive self-talk techniques:

- i. Remind yourself of the work you put into preparing for the test.
- ii. Think about times you were able to answer questions in class.
- iii. Tell yourself that you know the information.
- iv. Remind yourself that you are ready to succeed.
- v. Put the test situation into perspective, reminding yourself it is only one exam.

Before examination day you can engage in self-talk out loud or silently. Naturally during the test you should think positive thoughts rather than actually talking out loud.

e. Co-Controlled Relaxation

The university of New Mexico recommends are controlled relaxation as a relaxation strategy for test anxiety. This technique involves learning to relax the muscles of your body using a cue word. To use this strategy perform these steps:

- i. Choose a core word such as “relax” or “success”

- ii. When you hear, or say, the cue word, focus on taking slow deep breaths
- iii. As you are breathing, repeat the core word each time you exhale.
- iv. This relaxation strategy teaches your body to relax through association with the word. It takes time and practice to master progressive muscle relaxation techniques

2.7.6 Tips for Using Relaxation Exercise

The following are tips for using relaxation exercise:

1. Try to practice whichever exercise you prefer at least once or twice a day. Expect your ability to relax to improve as you continue practicing and expect to practice two or three weeks before you become genuinely proficient. Once you learn how to do one of the exercises, you can tailor the exercise to your own liking.
2. Avoid practicing within an hour before or after a meal. (Either hunger or feeling full may distract you). Also avoid practicing immediately after engaging in vigorous exercise.
3. Sit quietly and in a comfortable position, with your legs uncrossed and your arms resting at your sides. This is especially important when you are first learning the exercise
4. Adopt a calm and accepting attitude towards your practice. Do not worry about how well you are doing or about possible interruptions. Instead, know that with repetition your ability to relax will grow.
5. As you complete the exercise you can expect your mind to wander a bit when this happens you can simply redirect your focus back to the exercise.

Once you have finished, stretch, look around and remain still another minute or two. As you become more skilled, try applying the exercises to specific situations that might otherwise be anxiety provoking such as test, oral presentations, difficult social situations, job interviews,

insomnia and so forth. If you need help learning or applying the exercises consider meeting with counselors.

Jayatonge (2010) reviewed that counselling and psychotherapy are indicated in treating examination phobia counselor who work with children and adolescent who suffer from exam phobia may be required to use effective counselling strategies to help them. These interventions may be required to allow the student to achieve a greater academic autonomous functioning ability and face the exam with confidence. Empathetic listening to the students would ease his or her difficulties and create a growth promoting atmosphere. The client will begin to trust his or her abilities and challenges the fright. He stated that in psychotherapy it is necessary to establish a positive and functioning relationship with the therapist. The therapist should help the client to become consciously aware and able to express their phobia and fear about exam and performance situations.

The therapist should direct the client to fight his fear. Hence the students get more confidence to face the exam. Simulating exam atmosphere in therapeutic sessions the fears and stress can be reduced gradually. Implementation of positive self-talk to reduce or eliminate the anxiety is vital. Instead of negative coping skills (avoidance of the exam, expressing self-direction anger, blaming others) healthy coping skills must be target. While working the student the therapist must increase client particularly in educational activities, combating fear and building confidence. Appropriate relation and diversion activities would decrease anxiety levels. Therefore relaxation techniques (especially breathing techniques) are indicated in exam phobia. To enhance the therapeutic purpose parents/guardians and teachers support should be taken.

The counsellor should make emphasis on some therapist that perform Hydrotherapy to reduce the fear hypothesis is an altered state of consciousness and heightened responsiveness to

suggestions. During the hypnotic sessions position suggestions are given to build confidence and illuminate the exam fear. The modern research indicate that EMDR or Eye movement desensitization and reprocessing is one of the effective models of psychotherapy that can treat phobia successfully. These therapies should be performed by qualified and trained professionals. Although some people have had motion of examination anxiety whether high or low to the extent of thinking that it could not be alienated by any known method. However, difference scholars have suggested relaxation counselling techniques which can be employ in managing examination anxiety at least to the barest minimum.

2.8.1 Theoretical Framework (Behavioral Counselling Theory)

Behavioral counselling comes from behavior modification or behavior therapy which is a systematic and scientific method of brings about a desirable change in behavior. Early advocates of the theory include Watson who has been generally regarded as the father of behavioristic psychology, Eysech, Wolpe and Skinner who become famous for his experimentation and promulgation of the operant conditioning theory. Others who championed the idea later in the 1960's and 1970's include Krumboltz, stand for university, Thoreson, standard university, Hosford, University of California, Jack Michael and Lee Mayerson, Arizona state University. This group expanded the scope of the behavior like thinking and imaging, a more which give rise to a form of therapy that is today known as behavioral counselling (Sherzer and Stone 1974, 1976 and Ker 2007).

Theory hold that behavioral counselling therapy focuses on the present and not the past, observable behavior rather than unconscious forces and short term treatment, clear goals and rapid change. It implies that human being is assumed to be own problems by interacting with the environment. Thus, the environment can influence the individual and he can in turn influence the

environment human being possess a heredity potential with which they interact with their environment to form behavior. These form sets of behaviors for the person, which can be called habit. Habits can be made up of both positive and negative behaviors which are characteristic of and consistent with the individual. Behavioral theorists believe that personality is shaped by learning and unlearning throughout the lifespan. They also believe that the environment in which a child is brought up in influences the personality of the individual. The counselor who tends to use behavior counselling needs to bring about conditions and experiences that would encourage the client to develop desirable behavior or modify an assumptions underlying the practice of counselling.

2.8.2 Assumption of Behavioral Counselling Theory

The following are the assumption of Behavioral Counselling Theory:

1. Must behavior is learned and can be unlearned thus counselling can help a person learn a new appropriate behavior or unlearn an inappropriate behavior.
2. Counselling can alter the specific behavior of un individual by changing certain conditions in his environment.
3. Many counselling procedures are derived from learning theories which include conditioning, imitative and cognitive learning.
4. The counselor needs to be creative to be able to design specific counselling procedures suitable for solving specific problems of clients.
5. The client has the potential to learn to solve his own problems.

2.8.3 Stages of Behavior Counselling Technique

The following are the stages of behavior counselling technique:

- 1) The Counselor helps the clients to explore their concern, and a behavioral analysis and assessment is conducted through questions and perhaps, a questionnaire or survey instrument.
- 2) The two parties set morally acceptable goals, stated in behavioral terms.
- 3) Developing and implementing goals-oriented strategies on learning theory principles (i.e any set of ethical procedures that helps clients to engaged in behavior that resolves their concerns.
- 4) Accountability, when client feedback indicates that the strategy was effective in promoting target behavior and problems resolution.

2.8.4 Treatment in Behavioral Counselling Technic

Treatment is behavioral therapies apply the learning principals to change mal-adoptive behavior (Weiten, 2007). The treatments do not focus on client achieving insights into their behavior. The behavior therapies believes that concentrating on the roots of the anxiety disorder is of no great use. The patient (student) may, they agree, be brought to understand why he is phobia-but this does not mean that he will necessary because of his anxiety. They, therefore, aim at changing his behavior considering that a fear has been “learnt” and so therefore can be “unlearnt”. The basic approach is to relax the person and then introduce his to the object or situation he fears in gradual steps, either in imagination, or real life or both. The main techniques, used in treatment of examination anxiety by using behavior counselling therapy are;

1. **Desensitization;** this is a method of treatment designed to help individuals overcome fear reaction to specific objective situation or events. Such fear reactions are called anxiety to distinguish them from generalized fear that is not related to any circumstances. A good

example of phobia could be student's fear of examination. For example when examinations are announced then the student becomes sick.

Iliya (2010) explained that, desensitization was first developed by Joseph (Wolpe, 1958) for the treatment of anxiety using the techniques a client/student is target to prevent the arousal of phobia by relaxing, following a number of steps which include:

- i. Identifying the stimuli that provokes anxiety in the student.
- ii. Arrangement of the stimuli in a hierarchy with the most disturbing items placed at the top and the least disturbing at the bottom.
- iii. Progressive deep-muscles relaxation. The individual is target to relax. This involves giving patients intensive training in the practice of relaxation to enable them keep relaxing muscles not in use. These requires Sessions in which the client learns to distinguish between sensations of tensions and relaxation and then to "Let go of tension" in order to achieve a state of mental relaxation.
- iv. Imagining the weakest anxiety stimulus: this is the beginning of the actual process of desensitization. The individual is in (some cases) hypnotized and told to relax. He is then told to imagine the weakest item in the anxiety hierarchy for example reading. If relaxation is maintained he is told to imagine the next item e.g. fear of the teacher, followed by fear of punishment and so on until the strongest item can be encountered. Apparently, the relaxation inhibits anxiety and weakens the public involving potential of the stimulus. If an item of the anxiety proves strong and the strength sensitive to it than the therapist terminates the imagery production and gets the client to relax again and then goes back to the weaker stimulus and works up until gradually the "unthinkable" stimulus is overcome. It makes many sessions for the most distressing situation on the list

to be imagined without public. When it happens, the client can now face situations that he formally could not face (Shertzer and stone 1974 and Ker 2007).

2. Reinforcement Technique:The use of reinforcement is undoubtedly the one technique most often employed by behavioral counselors. Reinforcement refers to rewarding or strengthening a behavior by adding to it so that its enactment leads to a satisfying state. Rewards are pleasant. They include praise, affection, grades, prizes, privileges etc. these should be of great help to the student who is suffering from examination anxiety, and the reward or reinforcement should come from parent, teachers as well as the counselor. The principle of reinforcement is basic to behavioral counselling.

2.9 Review of Empirical Studies

In a dissertation work of Abbott, (2016) on mitigating the effects of test anxiety through a relaxation technique called sensory activation identified that, test anxiety is a phenomenon which has been researched for decades. Student performance, goal attainment, and personal lives are all negatively affected by the multiple factors of test anxiety. This quantitative study was designed to determine if a particular relaxation technique, called sensory activation, could mitigate the symptoms and effects of test anxiety. The Test and Anxiety Examination Measure, developed by Brooks, Alshafei, and Taylor (2015), was used to measure test anxiety levels before and after implementation of the sensory activation relaxation technique. Two research questions guided the study using not only the overall test anxiety score from the Test and Anxiety Examination Measure, but also using the five subscale scores provided within the instrument. After collection and analysis of data, the results for research question one indicated a statistically significant positive difference in mean levels of overall test anxiety. Not only were overall mean test anxiety levels lowered, but findings for research question two showed significant decreases in worry and

state anxiety subscale scores. Considering the sensory activation relaxation technique was used during the examination period, it is reasonable to assume its effectiveness would be limited to lowering state anxiety levels rather than trait anxiety levels. Also, results from prompt 10 of the Test and Examination Anxiety Measure indicated the sensory activation relaxation technique could serve as a possible deterrent to the “going blank” problem as described anecdotally by students. Instructors could introduce the sensory activation relaxation technique to their students prior to the first testing event in the course, thus producing the desired outcomes of better test performance and less anxiety.

Oluwafemi, Akinde and Adewuyi (2012) examined the effect of time management on test anxiety reduction among some Nigerian undergraduates. 120 undergraduates were randomly selected, pre-test, posttest randomized control design using experimental and control group was adopted for the study. The two instrument for the study were validated using content and constraint and test re-test reliability. The data collected were analysed using T-test, ANOVA and scheffe post hoc test. Based on the result of the finding the researchers suggested that time management techniques could be a therapy for reducing test anxiety among undergraduates and also be studied as part of the general studies in the university.

The study investigated the effects of progressive muscle relaxation technique on test anxiety among secondary school adolescents in Onitsha North Local Government Area Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance Quasi-experimental research was adopted in carrying out the study. A sample of 68 was chosen from population of 282 adolescents in SS1 with test anxiety. Test anxiety inventory (TAI) was used for data collection means was used to answers the research question and ANOVA to test the null hypothesis.

Olorunfemi (2014) investigated the effects of problems solving techniques on test anxiety and academic performance of secondary school students. The study adopted a quasi-experimental pre test, post test research method for null hypothesis were generated and tested at 0.05 level of significance. Forty students identified with high anxiety level were selected for the study. The selected samples were grouped into experimental and control groups. A test anxiety scale developed by the researcher and validated was used for the study the questionnaire was administered to identify students level of test anxiety before and after the treatment . The experimental group was taken through eight weeks of the problem-solving therapy. Data collected analyzed using mean, standard deviation and t-test. The results revealed there was significant difference in test anxiety levels between groups. Also there was improvement in the academic performance of students in the experimental group who received the therapy. Based on these findings it was concluded that problem solving techniques is effective in reducing test anxiety levels among students

Larson, joker, b. broker, (2011).The purpose of the study was to investigate the effect of relaxation and deep breathing on test anxiety in the high school junior preparing to take the act: a high _stake , college admission, standardized test participation included eleventh grade student (25males,56females) from a Midwestern public school .result demonstrated that relaxation training in the experimental group significantly lower studentprospection have test and anxiety from the pretest to protest

Topp (1989) investigated the effect of relaxation exercise on undergraduate. The purpose of this study was to the measured test anxiety could be significantly reduced through regular practice of relaxation exercises or physical exercises. Test anxiety was accessed was assessed at pretest and protest using the 37 item true or false. Test anxietyquestionnaire the developed by

Sarason 47 graduate student self-selected to participate. The 9 subject in the group who engaged in a non-meditative relaxation exercise 3 times per week for 7 weeks showed a significant decline in test anxiety. The 16 subject in a supervised aerobic dance class 3 times per week for 7 weeks improved their fitness and their test anxiety significantly declined. The 20 control subject did not meet over the 7 weeks steady and showed no significant change in test anxiety fitness or relaxation.

Rosado (2013) the study investigated the effect of deep muscle relaxation and study skills training in test anxiety and academic performance there were 6 participants in sample A and 17 participants in sample B. Each participant was pre and post tested using a combination of 3 surveys that assessed levels of test anxiety and study behavior. Time spent studying in each group and their self-rated concentration level were collected each week. The pre/post-test comparison for sample A showed a decrease in test and generalized anxiety for participants. The result of the larger sample (sample B) showed a statistically significant decrease in test anxiety. There was also an increase in study behavior and an increase in academic performance.

Tavakoli, Sharif, Dehbozorgi (2013) effect of guided reflection and test anxiety in nursing students have second and third year in education in faculty of nursing and midwifery, Shiraz University of Medical Science Shiraz, Iran. Data was collected using demographic data questionnaire and the Sarason and Abolgha semi test anxiety scale (ATAS). 80 students were randomly selected and divided into case and control groups. John's 9 stages guided reflection model was used through Q&A lecture and discussion the case group participated in a 2 days guided reflection workshop for 6 hours each day. The control group received non-intervention. Sarason and Abolgha semi's test anxiety questionnaire as completed by the student at the beginning of the first session and immediately after three months of the intervention. It is concluded that guided reflection is

effective in reducing test anxiety in nursing student. This method can also be used for reducing test anxiety and also including learning and academic progress among student.

Chienyenu(2017) the study investigated the effect of meditation technique on test anxiety among secondary school student in Anambra state, Nigeria. 2 research question guided the study and 2 null hypothesis were tested at 0.05 level of significance. Quasi experimental research was adopted in carrying out the study. A sample of 101 adolescent was choosing from population of 474 adolescents in ss2 with test anxiety. The sample was derived from 2 schools selected using purposive sampling technique based on the number of student that scored high on test anxiety inventory. Data relating to hypotheses was analyzed using analyses of covariance (ANCOVA) findings from the study revealed among others that, though the reduction of secondary school student anxiety after meditation technique differed significantly with that of the conventional counselling group, meditation was not effective on secondary student” test anxiety. It further revealed that meditation technique based on the findings implication of the study were noted and recommendation made that since the technique meditation not to be effective, but significantly reduced test anxiety of the participants, the technique should be used alone by the guidance counselors in helping clients, especially student in Overcoming their test anxiety in school.

In a study by Crighton, (2009) on treatment of examination anxiety by systematic desensitization or psychotherapy in groups explained that, the facts that excessive anxiety in relation to examination situations may not only have serious consequences for the individual concerned, but also constitute a source of contagion in his academic community, makes effective preventive action desirable. Several such programmes have been undertaken with some success in American settings, and it was decided to institute a pilot prophylactic project in the University of Leicester, England, during the 1968 examination period.

2.10 Summary and Uniqueness of the Study

The chapter reviewed a related literature on examination anxiety, various causes such as lack of preparation, poor health history, sign and symptoms which include physiological over arousal, cognitive, behavioral and emotional symptoms. the review discussed the diagnostic, inventories for measuring examination anxiety, overcoming the anxiety, relaxation counselling techniques such as progressive muscular relaxation technique, palming method were discussed in the chapter, moreover behavior therapy and empirical study on examination anxiety were also be discussed.

The uniqueness between the study and the rest is Oluwafemiexamined the effect of time management on test anxiety. Chinyeluet.al. Investigated the effect of progressive muscle relaxation technique on test anxiety. Olurnfemi investigated the effect of problem solving technique on test anxiety and academic performance. However, some concentrated on effect of relaxation exercise on undergraduate students, other did their own on the effect of guided reflection on test anxiety in nursing students and effect of medication technique on test anxiety among secondary school students, some did their own on examination anxiety in a particular subject e.g in mathematics and also some of the variables were secondary schools and higher institutions I even come across those that concentrated in other countries which has variety of differences in cultural and educational background, therefore, this research work concentrated on the effect of relaxation counselling technique on anxious behavior among junior secondary school students in Nasarawa education zone, Kano state of Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter discuss the methodology adopted in the course of the study. It include the research design, population and sample size, sampling techniques, data collection instrument, validity of the instrument and procedure for data analysis.

3.2 Research Design

The research work adopts quasi experimental research design inform of pre-test, posttest design. Gay (2009) stated that, the quasi experimental design are widely used in behavioral research for the purpose of comparing the groups and or measuring changes resulting from the experiment. According to Ary, Jacobs, &Razavieh (2002) the use of one group pretest-posttest design usually involves three steps as: administering the pretest measuring the dependent variable, applying the experimental treatment to the subjects and administering a posttest again measuring the dependent variable. Then differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest score'. In this work after pretest the group received treatment for a period of six weeks and then they were post tested.

The selection of this designed was based on the fact that it has the advantage of testing results obtained from the post-test in order to analyze the effectiveness or otherwise of the treatment when compared with pretest score(Ary, Jacobs, &Razavieh, 2002).

3.3 Population and Sample

3.3.1 Population of the Study

The target population used in this study were two hundred and ninety seven (297) JSS two students in four junior secondary schools namely, GJSS Ladanai, GJSS Tarauni, GJSS

Nomansland and GJSS Gawuna who demonstrated the symptoms of examination anxiety. JSS two students were selected because they are familiar with school system and have enough time not been affected by nominal effects of examination. The population comprises both male and female JSS two students in the Zone. And they are at age range between 11years to 13.

3.3.2 Sample Size

The sample size of the study were forty (40) junior secondary school students identified with the symptoms of examination anxiety. Four schools were selected and the sample size comprise eight (8) students from GGJSS Gawuna,ten JSS II students from GJSS Tarauni, fourteen (14) JSS II Students from GJSS NomansLand and eight JSS II Students from GJSS Ladanai. These students were selected to serve as a subject of the study.Bichi (2004) defined sample as a portion of the population being studied drawn through a definite procedure.

Table 3.2: Table of Sample Size

S/NO	NAME OF SCHOOLS	LG	GENDER	N	IDENTIFIED	S
1	GGJSS Gawuna	NSW	M	120	56	8
2	GJSS Tarauni	NSW	F	120	71	10
3	GJSS NomansLand	FGE	M	110	59	8
4	GJSS Ladanai	FGE	F	179	111	14
	TOTAL			597	297	40

3.3.3 Sampling Technique

Purposive sampling was used in drawing up the sample schools involved in this study. Four schools purposively selected from the two local governments in the Nasarawa Education Zone, Kano state. From each local government one male Junior Secondary School and one female Junior Secondary School, making four (4) schools. Gay (2009) stated that researchers using this technique select sample using their experience and knowledge of group to be sampled. Therefore for the purpose of this study only students identified with examination anxiety were sampled to participate in the study.

3.4 Data Collection Instrument

The researcher adopted Test Anxiety Inventory (TAI) for identification, pre-test and post-test sessions. The instrument was originally developed by Spielberger but revalidated in Nigeria setting and had been used extensively in Nigeria. The Test Anxiety Inventory (TAI) is a self-report psychometric scale which was developed to measure individual differences in test anxiety as a situation specific trait. The test contains twenty items based on 4-points rating scale, ranging from 1 (almost never) 2(sometimes), 3 (often) to 4 (almost always). The respondents were required to indicate how frequently they experience specific symptoms of anxiety before, joining and after the examinations. All responses of the twenty items on the TAI combined to yield a total score. The TAI total score ranged from 20-80, with high score indicating a high anxiety (Spielberger, 1980 as cited inChinyelu, Mokwelu and Umezulike (2017).

3.5 Validation of the Instrument

The research instrument, Test Anxiety Inventory (TAI) was originally developed by Spielberger in 1980 but revalidated in Nigeria by Omuluabi (1993) and Perafom Psychometric Center in 1997. For the instrument to be valid in the study area face and content validity were obtained with the assistance of supervisor and expert in guidance and counselling in the department of Education BUK. Some ambiguous word were replaced and some irrelevant items were removed.

3.6 Reliability of the Instrument

A pilot study was conducted using test re-test method in order to ascertain the reliability of the instrument. The instrument was administered to ten (10) students for the first time and second time in interval of two weeks. The test were score and analyzed using Person Product Moment Correlation Coefficient (PPMC). The coefficientindex of 0.72 was obtained which shows the instrument is reliable for the purpose of the study.

3.7 Procedure for Data Collection

The researcher collected the introduction letter from the Department of Education Bayero University, Kano to ensure an easy access to the gate keepers. The researcher presented the letter to Kano State senior secondary school management board for seeking permission to conduct the research at the sample school. The K.S.S.M.B will give another introduction letter to take to the Nassarawa zonal education office of collection of appropriate data of the sample schools. After granting permission the researcher went round to the sample schools to contact the principals for discussion of the conduct of the research and choosing the volunteer teachers who during administering of questionnaires. The researcher however, ensure that, the instruction on how to respond to the instrument were be fully adhere to; the purpose as well as the importance of the study were revealed to the respondents. To ensure a high rate of return of the instrument reasonable time were given to all respondents. The researcher collected the questionnaires within 24 hours of issuance to avoid loss.

3.8 Procedure for Intervention

In conducting this research, the procedure that was used for intervention was divided into three session i.e pre-treatment session, treatment session and post treatment session.

3.8.1 Pretreatment session

During this session the researcher were in session with the class of J.S.S Two. The researcher explained to them how to use the instrument on each students. Also doing the session the students selected were pre-tested by administering the instrument i.e test Anxiety inventory by their teachers. The complete instrument were gathered and scored and analyzed by the researcher and recorded the score.

3.8.2 Treatment Session

Treatment sessions were involved the provision of counselling intervention by the research using relaxation counselling technique on the experimental group while the control group continued with their normal activities.

3.8.3 Post-Treatment Session

The Test Anxiety Inventory was used again to retest the subjects used in the study. This included those who received relaxation counselling intervention as well as the control group who did not receive any treatment. The results of the pretest and post-test will be analyzed and compared for differences. The extent of the difference in the symptoms mean scores determined the significant effect of the treatment given during the intervention. The lower test scores in the post-test the more effective is the treatment.

3.9 Procedures for Data Analysis

The statistical tools used for this study were frequency and percentage as well as t-test for related sample and t-test for independent sample. Frequency and percentage were used to present the demographic data of the respondents and t-test for related sample was used for hypothesis one while t-test for independent sample was used for hypotheses two and three. The t-test was used because it is an applicable statistical technique for determining the differences or otherwise between means of two samples or between two groups (Ary, Jacobs and Razavieh, 2002).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The chapter presents data analysis and presentation, summary of findings and discussion of major findings; the results are discussed base on each research question and hypotheses and in relation to the findings of similar studies, experts' opinions and other validated assertions.

4.2. Summary of Data

The data to be presented and analyzed are the data collected from the subjects before and after the treatment, that is pre-test and posttest mean score.

4.2.1 Demographic Data Presentation

Table 4.1 Demographic Data Presentation Based on Gender and Subject Area:

S/NO	VARIABLES	FREQUENCY	PERCENTAGE
1	Male	22	55%
2	Female	18	45%
3	Students of Nasarawa LG	18	45%
4	Students of Fagge LG	22	55%
5	Students of GJSS Gawuna	8	20%
6	Students of GGJSS Tarauni	10	25%
7	Students of GJSS Ladanai	14	35%
8	Students of GJSS Nomansland	8	20%

Table 4.1 above presents the participants in this research which involve 22 (55%)male and 18 (45%)female junior secondary school students of Nasarawa Educational Zone Kano State. The table shows 18 (45%) junior secondary school students in Nasarawa local government and 22 (55%) junior secondary school students of Fagge local government. And also the above table presents 8(20%) Students of GJSS Gawuna, 10 (25%) Students of GGJSS Tarauni, 14 (35%) Students of GJSS Ladanai and 8 (20%) Students of GJSS Nomansland who participated in the study.

4.3 Data Analysis

4.3.1 Answer to Research Questions

Three research questions raised in chapter one were answered using mean score and standard deviation of the pre-test and post-test of the students who received Relaxation Counselling Technique.

Research Questions One: What is the effect of relaxation counselling technique on examination anxiety among junior secondary school students in Nassarawa education zone Kano State?

Table 4.2 Pre-test and Post-Test Students' Examination Anxiety Mean Scores

	N	Mean	SD	Std. Error
Pre-Test	40	61.43	7.66	1.212
Posttest	40	37.40	7.48	1.183

Table 4.2 above shows pre-test and post-test Examination Anxiety mean score of students who received relaxation counselling technique treatment. The pre-test mean score of students exposed to relaxation counselling technique treatment is (61.43) while the post-test means score of students exposed to relaxation counselling technique treatment is (37.40) with the mean difference of (24.03). This shows that the higher the mean the more positive examination anxiety among students. This therefore shown that relaxation counselling technique is effective in the reduction of examination anxiety among junior secondary school students in Nassarawa education zone Kano State.

Research Questions Two: What is the difference in the effects of relaxation counselling techniques on examination anxiety between male and female junior secondary school students in Nassarawa education zone, Kano State?

Table 4.3 Examination Anxiety Mean Score of Male and Female Junior Secondary School Students in Nasarawa Education Zone:

Gender	N	MEAN	SD	Std. Error
Post-test Male	22	39.32	6.92	1.477
Post-test Female	18	35.06	7.65	1.803

Table 4.3 above shows post-test Examination Anxiety mean scores of male and female junior secondary school students of Nassarawa education zone exposed to Relaxation Counselling Technique. It shows that the posttest Examination Anxiety mean score of male is (39.32) while that of female is (35.06) with the mean difference of (4.26). This shows there no difference in the of relaxation counselling techniques on examination anxiety between male and female junior secondary school students in Nassarawa education zone.

Research Questions Three: What is the difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nassarawa and Fagge local government of Nasarawa education zone, Kano State?

Table 4.4 Examination Anxiety Mean Score between Fagge and Nassarawa Local Government:

School Location	N	MEAN	SD	Std. Error
Post-Test Nasarawa	18	38.89	8.309	1.958
Post-Test Fagge	22	36.18	6.673	1.423

Table 4.3 above shows post-test Examination Anxiety mean scores of Nasarawa and Fagge Junior secondary school students of Nasarawa education zone, Kano State exposed to relaxation counselling technique. It shows that the posttest Examination Anxiety mean score of

Nasarawa students is (38.89) while that of Fagge is (36.18) with the mean difference of (2.71). This shows no difference exist in the effect of Relaxation counselling Technique on examination anxiety between Nasarawaand Fagge Junior secondary school students of Nasarawa education zone.

4.2.3 Hypotheses Testing

Three null hypotheses were raised specifically to determine the effect of relaxation counselling technique on examination anxiety among junior secondary school students of Nasarawa Education Zone, Kano state. The hypotheses were tested and results were presented using 0.05 level of significant as follows:

Hypothesis One: There is no significant effect of relaxation counselling technique on examination anxiety among junior secondary school students of Nasarawa education zone, Kano state.

Table 4.5 t-test for difference between Pre-test and Post-test Examination Anxiety Mean Scores:

	N	Mean	SD	t-value	df	P-value (2-tailed)
Pre-Test	40	61.43	7.66	50.700	39	0.000
Post-Test	40	37.40	7.48	31.626		

p-value 0.000 > 0.05 = significant

Table 4.5 above shows t-test analysis for pre-test and post-test examination anxiety mean scores of junior secondary school students of Nasarawa Education Zone, Kano state exposed to relaxation counselling technique. It shows that the t-value for pre-test is (50.700) and that of post-test is (31.626), the test is significance at 0.05 level of significance, 39 degree of freedom and p-value of (0.000) as such the null hypothesis which state that, there is no significant effect of relaxation

counselling technique on examination anxiety among junior secondary school students of Nasarawa education zone, Kano state is rejected. Therefore, this reveals that there is significant effect of relaxation counselling technique on examination anxiety among junior secondary school students of Nasarawa education zone, Kano state.

Hypothesis Two: There is no significant difference in the effect of relaxation counselling technique on examination anxiety between male and female junior secondary school students of Nasarawa education zone, Kano state.

Table 4.6 t-test for Difference between Male and Female Senior Secondary School Studentson Examination Anxiety:

	N	Mean	SD	t-value	df	P-value (2-tailed)
Post-Test Male	22	39.32	6.92	1.848	38	0.072
Post-Test Female	18	35.06	7.65			

p-value 0.001 > 0.005 = significant

Table 4.6 above shows t-test analysis for examination anxiety mean scores of Male and Female junior secondary school students of Nasarawa education zone, Kano state. It shows that the t-value is (1.848), the test is significance at 0.05 level of significance, 38 degree of freedom and p-value of (0.072) as such the null hypothesis which states that, there is no significant difference in the effect of relaxation counselling technique on examination anxiety between male and female junior secondary school students of Nasarawa education zone, Kano state is retained. Therefore this reveals that, there is no significant difference in the effect of relaxation counselling technique on examination anxiety between male and female junior secondary school students of Nasarawa education zone, Kano state.

Hypothesis Three: There is no significant difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nassarawa and Fagge local government of Nasarawa Education Zone.

Table 4.7 t-test for Deference between Science and Arts Senior Secondary School Students:

	N	Mean	SD	t-value	df	P-value (2-tailed)
Post-Test Nasarawa	18	38.89	8.31	1.143	38	0.260
Post-Test Fagge	22	36.18	6.67			

p-value 0.000 > 0.05 = significant

Table 4.7 above shows t-test analysis for post-test examination anxiety mean scores of Nasarawa and Fagge junior secondary school students of Nasarawa Education Zone exposed to relaxation counselling technique. It shows that the t-value is (1.143), the test is significance at 0.05 level of significance, 38 degree of freedom and p-value of (0.260) as such the null hypothesis which states that, there is no significant difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone is retained. Therefore this reveals that, there is no significance difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone, Kano State.

4.4 Summary of Findings

The following are the summary of the research findings:

1. There is significant effect of relaxation counselling technique on examination anxiety among junior secondary school students of Nasarawa education zone, Kano state.
2. There is no significant difference in the effect of relaxation counselling technique on examination anxiety between male and female junior secondary school students of Nasarawa education zone, Kano state.
3. There is no significant difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone, Kano State.

4.5 Discussions

This study was aimed to find out the effect of relaxation counselling techniques on anxious behavior among junior secondary school student of Nasarawa education zone, Kano state, the discussion of the study was based on the research findings. In the study the level of anxious behavior was measured using test anxiety inventory (TAI). Anxious behavior may indicate the presence of an underlying mental health disorder. Knowing how to recognize behaviors in yourself or loved ones is integral to receiving a proper diagnosis and timely treatment. Although many people suffer from severe anxiety symptoms, other people have subtle signs that are commonly brushed aside. These signs or symptoms which are closely related to anxiety disorder include generalized anxiety disorder, Panic disorder, Social anxiety disorder, Specific phobias, Obsessive-compulsive disorder, and Post-traumatic stress disorder (<http://www.adaa.org/about-adaa/press-room/facts-statistics>, 2014).

The first finding of the study revealed that, there is significance difference in the effect of relaxation counselling technique on examination anxiety among junior secondary school students of Nasarawa Education Zone, Kano state with the P-value of (0.000) at 0.05 levels of significance. This shows that relaxation counselling had effect on reducing anxious behavior among the junior secondary school students. This finding is in line with the study conducted by Cragan, and Deffenbacher, (2016) on anxiety management training and relaxation as self-control in the treatment of generalized anxiety in medical outpatients. In their study the used 55 23–72 year old outpatients expressing interest in a 6-week program on coping with stress and anxiety were assigned to 1 of 3 groups: relaxation as self-control (RSC), anxiety management training (AMT), or waiting-list control groups. Pre- and post-treatment assessments included the State–Trait Anxiety Inventory and the Multiple Affect Adjective Check List. At post treatment and 4-wk follow-up assessments, AMT and RSC groups reported significantly less trait and state anxiety and stress reactivity in 2 stressful situations, general physiological arousal, person-specific anxiety symptoms, depression, and anger than the control group. Among these measures only 1 difference was found between AMT and RSC, and it was not significant at follow-up. No between-groups differences were found on systolic or diastolic blood pressure. No differences were found on resting heart rate post treatment. At follow-up, however, the RSC group had a significantly lower heart rate than the control group. Results are interpreted in terms of both the efficient development of relaxation coping skills for medical outpatients and the potential for counselling psychology in behavioral medicine.

Cognitive behavior therapy (relaxation therapy) is regarded as one of the best therapeutic approaches for anxiety disorders. It helps people recognize irrational and unhealthy thought patterns and behaviors, and teaches them how to replace them with healthy and empowering

ones. Selective serotonin reuptake inhibitors (SSRIs) like Paxil and Zoloft are often prescribed as an adjuvant treatment with psychotherapy. However, medication alone is not recommended as the primary treatment for anxiety disorders (National Institute of Mental Health website. (<http://www.nimh.nih.gov/health/statistics/prevalence/any-anxiety-disorder-among-adults.shtml>, 2016).

Also in another study by Topp (1989) it revealed that test anxiety was assessed using pre-test and post-test using the 37 items true or false test anxiety questionnaire developed by Sarason. 47 graduate students self-selected participate. The 9 subject who engaged in a non-meditation and relaxation exercise 3 times per week for seven weeks showed a decline in test anxiety. The 16 subject in a supervised aerobic dance class 3time for 7weeks improved their fitness and their test anxiety significantly declined. The 20 control subject did not meet over the 7 week study showed no significant change in test anxiety fitness or relaxation. The findings is also in line with the finding of Olorunfemi (2014) which revealed that problem solving techniques was effective in reducing test anxiety level among student.

In a dissertation work of Abbott, (2016) on mitigating the effects of test anxiety through a relaxation technique called sensory activation identified that, test anxiety is a phenomenon which has been researched for decades. Student performance, goal attainment, and personal lives are all negatively affected by the multiple factors of test anxiety. This quantitative study was designed to determine if a particular relaxation technique, called sensory activation, could mitigate the symptoms and effects of test anxiety. The Test and Anxiety Examination Measure, developed by Brooks, Alshafei, and Taylor (2015), was used to measure test anxiety levels before and after implementation of the sensory activation relaxation technique. Two research questions guided the study using not only the overall test anxiety score from the Test and Anxiety Examination

Measure, but also using the five subscale scores provided within the instrument. After collection and analysis of data, the results for research question one indicated a statistically significant positive difference in mean levels of overall test anxiety. Not only were overall mean test anxiety levels lowered, but findings for research question two showed significant decreases in worry and state anxiety subscale scores. Considering the sensory activation relaxation technique was used during the examination period, it is reasonable to assume its effectiveness would be limited to lowering state anxiety levels rather than trait anxiety levels. Also, results from prompt 10 of the Test and Examination Anxiety Measure indicated the sensory activation relaxation technique could serve as a possible deterrent to the “going blank” problem as described anecdotally by students. Instructors could introduce the sensory activation relaxation technique to their students prior to the first testing event in the course, thus producing the desired outcomes of better test performance and less anxiety.

The second finding of the study reveals that, there is no significance difference in the effect of relaxation counselling technique on examination anxiety between male and female junior secondary school students of Nasarawa education zone, Kano state with the P-value of (0.072) at 0.05 levels of significance. In a study by Nina and Christopher (2013) on sex differences in anxiety and emotional behavior explained that, research has elucidated causal links between stress exposure and the development of anxiety disorders, but due to the limited use of female or sex-comparative animal models, little is known about the mechanisms underlying sex differences in those disorders. This is despite an overwhelming wealth of evidence from the clinical literature that the prevalence of anxiety disorders is about twice as high in women compared to men, in addition to gender differences in severity and treatment efficacy. They reviewed human gender differences in generalized anxiety disorder, panic disorder, posttraumatic stress disorder

and anxiety-relevant biological functions, discuss the limitations of classic conflict anxiety tests to measure naturally occurring sex differences in anxiety-like behaviors, describe sex-dependent manifestation of anxiety states after gestational, neonatal, or adolescent stressors, and present animal models of chronic anxiety states induced by acute or chronic stressors during adulthood. Potential mechanisms underlying sex differences in stress-related anxiety states include emerging evidence supporting the existence of two anatomically and functionally distinct serotonergic circuits that are related to the modulation of conflict anxiety and panic-like anxiety, respectively.

But in a study of Chukwu (2016) who investigated the relationship among test anxiety, academic performance and interest of senior secondary school student in geometry in Enugu state, his finding revealed that there was a significant difference in the mean test anxiety of the male and female student, with male student having high test anxiety.

The last finding of the hypothesis revealed that, there is no significant difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone, Kano State with the P-value of (0.260) at 0.05 levels of significance. Persons arrive at adulthood with a wide variety of growing-up experiences which shape their personality and determine to some extent how they deal with what life throws them in to. Of course abuse or neglect of any type during childhood or adulthood can contribute to the development of anxiety disorders, and a chaotic home life can also be an influence. If a child believes his world to be a threatening place, one may well experience chronic anxiety or fear. Some researchers believe that extremely traumatic events which occur in childhood can actually affect the development of the brain, which in turn leads to anxiety.

Cornelius and Rene (2004) maintained that, both genetic and environmental factors influence normal anxiety traits as well as anxiety disorders. In addition it is becoming increasingly clear that these factors interact to produce specific anxiety-related behaviors. For example, in humans and in monkeys mutations in the gene encoding for the serotonin transporter result in increased anxiety in adults life when combined with a stressful environment during development. Also Cornelius and Rene (2004) explained other recent example comes from twin studies suggesting that a small hippocampus can be a predisposing condition that renders individuals susceptible to post traumatic stress disorder. Such examples illustrate how specific mutations leading to abnormal brain development may increase vulnerability to environmental insults which may in turn lead to specific anxiety disorders. Although Nasarawa and Fagge local government are different local government but most of the environmental factors that influence anxiety are almost the same within these two local governments, this is what informed no significance difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone.

In a study conducted by Hettema, Prescott, Myers Neale, and Kendler, (2005) on structure of genetic and environmental risk factors for anxiety disorders in men and women. In their study they explained that, the anxiety disorders exhibit high levels of lifetime comorbidity with one another. Understanding the underlying causes of this comorbidity can provide insight into the etiology of the disorders and inform classification and treatment. To explain anxiety disorder comorbidity by examining the structure of the underlying genetic and environmental risk factors. Lifetime diagnoses for 6 anxiety disorders (generalized anxiety disorder, panic disorder, agoraphobia, social phobia, animal phobia, and situational phobia) were obtained during personal

interviews from a population-based twin registry. Multivariate structural equation modeling that allowed for sex differences was performed. General community sampling technique was used in the study. More than 5000 members of male-male and female-female twin pairs from the Virginia Adult Twin Study of Psychiatric and Substance Use Disorders. Parameter estimates for best-fitting model. The result indicates that, full model, which contained 2 common genetic, shared environmental, and unique environmental factors plus disorder-specific factors, could be constrained to equality across male and female study participants. In the best-fitting model, the genetic influences on anxiety were best explained by 2 additive genetic factors common across the disorders. The first loaded most strongly in generalized anxiety disorder, panic disorder, and agoraphobia, whereas the second loaded primarily in the 2 specific phobias. Social phobia was intermediate in that it was influenced by both genetic factors. A small role for shared environmental influences was observed owing to a single common factor that accounted for less than 12% of the total variance for any disorder. Unique environmental influences could be explained by a single common factor plus disorder-specific effects. Therefore the study concludes that, the underlying structure of the genetic and environmental risk factors for the anxiety disorders is similar between men and women. Genes predispose to 2 broad groups of disorders dichotomized as panic-generalized-agoraphobic anxiety with the specific phobias. The remaining associations between the disorders are largely explained by a unique environmental factor shared across the disorders and, to a lesser extent, a common shared environmental factor.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions drawn from the results of the findings, recommendations and suggestions for further studies based on the findings of the study.

5.2 Summary

The study investigated the effect of relaxation counselling techniques on examination anxiety among junior secondary school students of Nassarawa Education Zone, Kano State. Chapter one of the study presented the background of the study. Examination plays very vital role in order to access the abilities of students. Through examination, teacher can also analyze the strength and weakness of students. It is the only tools for the evaluation of different aspect related to teaching learning process. It is a source of inspiration for student to do well in examination and get praise from teachers and parent. Through examination, the effectiveness of curriculum and performance of teachers can be judge. Examination anxiety is a form of anxiety condition which is common among school children. In the verge of exam the fear increases and some manifest psycho somatic ailments such as abnormal pains, vomiting, headaches and dizziness. Failure in examination may not always be attributed to lack of knowledge; examination anxiety may be the possible causes.

The objectives of the study are to find out effect of relaxation counselling technique on examination anxiety among junior secondary school students in Nassarawa education zone, Kano State, to find out difference in the effect of relaxation counselling techniques on examination anxiety between male and female junior secondary school students in Nassarawa education zone Kano State, and to find out difference in the effect of relaxation counselling technique on

examination anxiety between junior secondary school students of Nasarawa and fagge local government of Nasarawa education zone, Kano State. Based on these objectives three corresponding research questions and hypotheses were formulated. The chapter also provided scope and delimitations as well as significance of the study.

Chapter two of the study reviewed literature related to the study. The chapter reviewed conceptual framework, theoretical framework ad empirical studies. In the conceptual framework, the concept of anxiety and relaxation counselling technique have been discussed. Also signs and symptoms of examination anxiety, diagnosis of examination anxiety, inventories for measuring examination anxiety, how to overcome exam anxiety have been discussed. In theoretical framework, behavior counselling therapy have be discuss, empirical study, summary and uniqueness of the study have also been discussed in the chapter.

Chapter three of the study discussed the research methodology of the study. It presents the research design, population, sample size, sampling techniques, description of the research instrument, validity and reliability of the instrument and how it was administered and scared, procedures for data analysis and procedure for intervention. The research design adopted for the study is quasi experimental design in form of pretest, posttest design. The target population used in this study are JSS two students in four junior secondary schools namely, GJSS Ladanai, GJSS Tarauni, GJSS Nomansland and GJSS Gawuna who demonstrate the symptoms of examination anxiety. The sample size of the study were forty (40) junior secondary school students identified with the symptoms of examination anxiety. Purposive sampling technique was used in drawing up the sample to be involved in this study. The researcher adopted Test Anxiety Inventory (TAI) for identification, pre-test and post-test sessions. The statistical tools used for this study were frequency and percentage as well as t-test for related sample and t-test for independent sample.

Chapter four of the study presents data analysis and presentation, summary of findings and discussion of major findings; the results are discussed base on each research question and hypotheses and in relation to the findings of similar studies, experts' opinions and other validated assertions. And finally the summary of the research findings were; there is significance difference in the effect of relaxation counselling technique on examination anxiety among junior secondary school students of Nasarawa Education Zone, Kano state there is no significance difference in the effect of relaxation counselling technique on examination anxiety between male and female junior secondary school students of Nasarawa education zone, Kano state and there is no significance difference in the effect of relaxation counselling technique on examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone, Kano State.

5.3 Conclusions

Based on the major findings of this study, the following conclusions were made:

1. It was concluded that, relaxation counselling technique is effective in the reduction of examination anxiety among junior secondary school students of Nasarawa Education Zone, Kano state.
2. It was concluded that, there is no significance gender difference in the effectiveness of relaxation counselling technique in the reduction of examination anxiety among junior secondary school students of Nasarawa education zone, Kano state.
3. It was concluded that, there is no significance difference in the effectiveness of relaxation counselling technique in the reduction of examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone, Kano State.

5.4 Recommendations

5.4.1. Recommendations from the Study

1. Since relaxation counselling technique is effective in the reduction of examination anxiety among junior secondary school students of Nasarawa Education Zone, school counsellors at each level should adopt it in handling students with excessive examination anxiety.
2. Since there is no significant gender difference in the effectiveness of relaxation counselling technique in the reduction of examination anxiety among junior secondary school students of Nasarawa education zone, school counsellors should use the same structure relaxation counselling technique treatment for both genders.
3. Since there is no significant difference in the effectiveness of relaxation counselling technique in the reduction of examination anxiety between junior secondary school students in Nasarawa and Fagge local government of Nasarawa Education Zone, the same structure relaxation counselling technique treatment could be used across all schools in Kano state metropolis.

5.4.2 Recommendations for Further Studies

The following are some recommended areas for further studies:

1. A study should be conducted on differential effect of relaxation counselling technique between urban and rural secondary schools in Kano state.
2. Since this study covered only junior secondary schools in Nasarawa Educational zone, further studies should be extended to senior secondary schools level in the state.
3. A study should be conducted on differential effect of relaxation counselling technique between junior and senior secondary schools in Kano state.

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APPENDIX I

TEST ANXIETY INVENTORY (TAI)

This instrument is design for a research purpose only. It is aimed at finding out the level of anxious behavior among students. It is meant to fulfill the requirement of MED guidance and counselling. Please respond honestly as all the information supplied will be treated confidentially.

School Class

Name:

Gender: Male Female LGA;Nasarawa [] Fagge []

Instruction: A number of statements which respondent have used to describe themselves are given below. Read each statement and then thicken the appropriate box to the right of the statement to indicate how you generally feel.

S/N	ITEMS	Almost never	Sometimes	Often	Almost Often
1.	I feel confident and relaxed while taking tests				
2.	While taking examinations I have uneasy, upset feelings				
3.	Thinking about my grade in a subject interfere with my work in tests				
4.	I freeze up on important exams				
5.	During exams I find myself thinking about whether I will ever get through school				
6.	The harder I work on taking a test, the more confused I get				
7.	Thoughts of doing poorly interfere with my concentration on tests				
8.	I feel very jittery when taking an examination test				
9.	Even when I am well prepared for a test I feel very nervous about it				
10.	I start feeling very uneasy just before getting a test paper back				
11.	During test I feel very tense				
12.	I wish examination do not bother me so much				
13.	During important tests, I am so tense that my stomach gets upset				
14.	I seem to defeat myself while working on important tests				
15.	I feel very panicky when I take an important tests				
16.	I worry a great deal before taking an important examination				
17.	During tests , I found myself thinking about the consequences of failing				

18.	I feel my heart beating very fast during important tests.				
19.	After an exam is over, I try to stop worrying about it but I just cant				
20.	During examinations I get so nervous that I forget facts				

APPENDIX II

TREATMENT PACKAGE

TREATMENT SESSION RELAXATION COUNSELLING TECHNIQUE

First session: Orientation and Establishing Counselling Relationship

1. Introduction: greeting the participants by the researcher.
2. The researcher introduced herself to the students, by telling them about herself and the purpose of the research.
3. The students introduce themselves: name, class, age and address.
4. Building rapport by showing a sign of regard and caring than, helping them to settle down comfortably.
5. Confidentiality: Assuring the students on keeping their information, identity and concern secret.
6. Rules and regulation of the session.

Second Session: Introduction

1. Explaining the purpose of the sessions.
2. Discussion on the major objectives and goals of relaxation counselling technique.
3. Make an assessment through enquiries about their historical experiences. Examples: social interactions, emotions, reaction to situations, compliance with the rules and regulations.
4. Discussion on examination anxiety.
5. Assignment: The students should select out of examination anxiety symptoms that match their behavior.

Third Session: Self-Awareness skills

1. Make the students to have knowledge or awareness of their own personality or character.
Example inability to be calm
2. Make students aware of their strength, weaknesses, thoughts, beliefs, motivation and self-emotions.
3. Learn how to give oneself praise or reward

Fourth Session: Self-regulation skills

1. Make students to be able to monitor and control their behavior, emotions, and thoughts according to the demands of the situation.
2. Make students learn how to adopt successfully to familiar setting. Example: make a daily schedule.
3. How to focus and maintain attention on something.

Fifth Session: Relaxation

1.Deep Breathing: take long, slow depth breaths. As you breathe you gently disengage your mind from anxiety, stress and worry

2. Muscular Relaxation: in this the students were asked to blends deep breathing and progressive muscular relaxation. After a few minute of deep breathing students were asked to focus on one part of the body or group of muscle at a time and mentally releasing any physical tension they feel.

3Visualization: the students were asked to imagine in their mind some form of relief, guided through imagination of something pleasurable to him such as calm music, beautiful places etc which brings relaxation, after relaxation the student is guided through image of his\her work sheet with desired marks in it.

4. Positive Self talk: Before the test student should engage in self talk out loud or silently. During test they should think positive thought rather than actually talking out loud.

Sixth Session:

1. The researcher welcomes the respondents and praised them for their co-operation.
2. The researcher reviews the major activities done during the programme from all sessions and asks some questions.
3. The researcher should encourage the respondents to strictly adhere to their behavior change.
4. The respondents were informed that today marks the end of the contacts.
5. The principals and members of staff were informed and appreciated for their cooperation and understanding.

APPENDIX III

SPSS ANALYSIS

APPENDIX IV

RAW DATA

