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Influence of Frequent Testing on the Academic Performance of Students in Public Senior Secondary Schools in Akwa-Ibom State.

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ABSTRACT
The study investigated the influence of frequent testing on the academic performance of students of public senior secondary schools in Akwa Ibom State. Five research questions and five null hypotheses guided the study. The study adopted descriptive survey research design. The population was 58,809 Senior Secondary Two (SS2) students of public senior secondary school in Akwa Ibom State. The sample size of 1,176 was obtained by applying the Taro Yamane formula on the population of the three Senatorial Districts in Akwa Ibom State, while a simple random sampling technique was applied which randomly selected three schools from each of the three Senatorial Districts. The instrument titled "Influence of Frequent Testing on Students' Academic Performance" was used for data collection. Face and content validation was carried out on the instrument by two experts, one from Educational Psychology and the other from Measurement and Evaluation. The Cronbach Alpha was used to establish the reliability coefficients of 0.86, 0.92, 0.75, 0.79 and 0.81 respectively for Sections A-E of the instrument. Mean and standard deviation were employed to answer the research questions, while One - Way Analysis of Variance was used to test each null hypothesis at 0.05 leyel of significance. It was found that, to a high extent, study habit, feedback, memory recall, classroom attendance and anxiety influences academic performance of students in public senior secondary schools in Akwa Ibom State. To this end, the study recommends among others, that students should be guided on how to procure good study habits, by teachers, counsellors, school management, and the parents of the students. This will help to improve their academic performance.
Keywords: Frequent testing, Study habits, Feedback, Memory recall, Classroom attendance, Anxiety, Influence of academic performance

INTRODUCTION

The assessment of students' progress and ultimate level of achievement in schools is a critical component of any educational system. Educators recognize the need for improved instructional methods to increase student achievement and are constantly looking for new methods to assist students in succeeding. Repetitive evaluation of subject matter, also known as "frequent testing," is another method for improving

students' learning experiences. Frequent testing refers to testing within shorter time periods than the standard two or three midterm and final exam evaluations (Başol & Johanson, 2009).

Ajobeje (2010) explained that the use of formative testing in the teaching learning process entails breaking down the subject matter content or course into smaller hierarchical units for instruction; specifying objectives for each unit; designing and administering validated formative tests; offering group-based remediation in areas where students are deficient before moving on to another unit; and finally administering summative tests upon completion of all units. He opined that the breaking up of subject or course into small units enables students to adequately prepare for regular tests. These regular tests also provide a means of getting the students to be more involved and committed to the teaching-learning process, thereby enhancing their performance. Hence, the regular testing of students' ability as demanded by the "6-3-3-4" system of education assists greatly in discovering the performance of students and could also be used to improve learning.

It is critical to strike a proper balance between teaching and testing in order to effectively complete both tasks. Although the time between tests varies between studies, they all aim to improve student achievement through frequent evaluations and keeping students on track. Numerous studies on the effectiveness of frequent testing have been conducted since the 1920s, with conflicting results. Some argue that it stimulates students and improves their academic performance (Gholami & Morady, 2013), while others argue that less frequent testing has no effect on student learning (Mines, 2014). The essence of using tests and other evaluation instruments during the instructional process is to guide, direct and monitor students' learning and progress towards attainment of course objectives (Alonge, 2004; Kolawole, 2010). Teachers and learners cannot perform optimally or effectively without the availability of adequate information on student's standing at any given time and the extent of his progress towards the achievement of instructional objectives. Hence, the tests given regularly, as periodic tests, are supposed to remove the threatening effects of a single test (summative test) generally given at the end of a course of study.

In Nigeria, the assessment of learners' achievement used to be based purely on a one-time examination, usually administered at the end of the term or school year (Alade & Kuku, 2017). Its numerous flaws, such as failing to account for students' cognitive, affective, and psychomotor abilities across the entire academic period, prompted the implementation of continuous assessment (O'Kwu & Orum, 2012). Section 1 of the National Policy on Education (Federal Republic of Nigeria, 2013), which deals with the philosophy and goals of education in Nigeria, states that educational assessment and evaluation shall be liberalised by their being based in whole or in part on continuous assessment of the progress of the individual.

Abonyi, Okereke and Omebe (2005) pointed out that the Federal Government Handbook on Continuous Assessment(CA) posited CA as a method of finding out what the child gained during the learning activities in terms of knowledge, thinking and reasoning, character development and industry. Continuous assessment is seen to be comprehensive in the sense that for it to be operational, many instruments are used to determine students' performance. Such instruments include assignment, test, seminar presentations, checklist, and classroom activities, among others. These esting methods and rates could influence students study habits.

In the school system, and with particular emphasis on testing, it could be observed that giving students continuous short tests during classroom learning did not put students under great pressure, as the final examination does at the end of the term and during school certificate examination (Spanella & Pisano, 2011). Stress and anxiety with testing procedures are real problems for students. Anxiety is a response characterized as tense, uneasy, disquieted, nervous and fearful in evaluative situations (Cassady, 2010).

Frequent testing during teaching and before school examinations offer students interim feedback on their performances, allowing them to know if their study efforts are appropriate. Testing advocates have suggested that more frequent classroom testing stimulates practice and review, gives students more opportunities for feedback on their work, and has a positive influence on student study time (Roediger, Putnam & Smith 2011).

Obilor (2021) asserted that, students are motivated to study hard towards their weekly, terminal or end of the year promotion examination. He observed that without these frequent tests, most students would be hesitant to make time for private studies, and some would be less likely to be attentive when the teacher was teaching, regardless of how interesting and lively the teaching may be.

Accurately remembering past events can be a major concern in everyday life. This includes more trivial events, such as remembering where we put our keys, and more significant events, such as remembering the details of a criminal event. Research has examined many factors that influence the accuracy of such episodic memories (Wasserman, Polack., Casado, Maïte, El Haj & Miller, 2020). One such factor is the time that passes between when one observes an event and when one is asked about that event. Research has demonstrated that, in most instances, participants remember significantly less precise information after a delay (Jones & Pipe, 2002; Ornstein, Baker-Ward, Gordon, Pelphrey, Tyler & Gramzow, 2006).

According to Whitehead (2008) the recollection of learned information is essential to retaining such material in the long-term. Memory recall refers to the re-accessing of previously learned information held in long-term memory stores. During this process, the brain relays a specific pattern of neural activity that echoes the original perception of that event (Smith, 2016).

Frequent testing is commonly thought to increase student attendance, and research (Wilder, Flood, & Stromsnes, 2001) demonstrates that "students tend to attend more class sessions when frequently scheduled quizzes or tests are implemented" (Kuo, & Simon, 2009, p. 156). In the review of Oncul (2017), some teachers strongly agreed that frequent quizzes are attendance builders. Effective teaching and learning can only take place when teachers and students attend school on a regular basis.

Plethora studies have considered the benefits of frequency testing. All these tests reported that frequent test promotes students' learning because it involves retrieval practice, or thinking back to information previously learned and bringing it to mind, ensures that students are studying regularly throughout the term, not just waiting until just before the big exam to relearn everything at once and finally it increases classroom attendance. This is more relevant to high schools where attendance may be a problem. On the other hand, when tests given to students are too frequent, they might not have enough time to deepen their knowledge and to understand the relationships among the range of concepts covered in a given subject. This has led to the question of how tests are used during students' learning. Although the National Policy on Education (Federal Republic of Nigeria, 2004), first formulated in 1977, supports the use of continuous assessment during teaching and learning, the rates at which students should be tested to achieve desirable and satisfactory students' achievement is yet to be ascertained. Hence, the study on the influence of frequent testing on the academic performance of students in public senior secondary schools in Akwa Ibom State.

Statement of the Problem

The growing poor academic performance of public secondary school students in internal and external examinations (particularly School Certificate Examinations) has caused widespread concern. The ugly trend and reoccurring poor academic performance both in school and external examination is becoming appalling. Secondary education system in Nigeria is failing to meet its predetermined goals and objectives. The problem is so much that it has led to the widely acclaimed fallen standard of education in Akwa Ibom State and Nigeria at large.

Considering governments' huge investment in public education, such as, free and compulsory education from primary to senior secondary school level: so far over N10 billion has been expended on the program (Akwa Ibom State Secondary Education Board, 2022). Payment of Senior School Certificate Examination (SSCE) fees for all students in public secondary schools; payment of National Business and Technical Examinations Board (NABTEB) fees for all students in public technical colleges; procurement and distribution of science equipment and materials to public secondary schools. Its output, in terms of quality of students' performance in examinations has been observed to be unequal with government expenditure. Teachers, parents, school administrators, researchers and government are baffled as to what is causing such poor academic performance in examination among students of public senior secondary schools.

Over the years, government has embarked on measures to ensure that qualitative education is provided at the secondary school level: for instance, implementation of the 27.5% new Teachers' Salary Scale (TSS) for teachers, skilled and intelligent teachers are employed to cope with rising school enrolments (Akwa Ibom State Secondary Education Board, 2022). Education inspectors who make up the monitoring team, go round public schools to make sure the right things are done, including stamping out illegal fees; teachers are motivated, trained and adequately supervised to ensure they play the role expected of them (Akwa Ibom State Secondary Education Board, 2022)The purpose of continuous assessment was to assist in improving learning through frequent testing such as administering of assignments, quizzes, class work, group activities, and tests as the learning experiences increase before the end of term examination is taken. As good as the purpose for which continuous assessment was initiated, little has been done to determine effect of continuous assessment on secondary school students' performance. Some teachers/students in Akwa Ibom State complain of the drudgery of so many variants of structured and unstructured tests and the teachers see the conduct of so many tests as extra work and burden. As a result, the main purpose of continuous assessment is gradually being lost. Measurement and Evaluation experts, Guidance Counsellors, and other Psychologists are working hard to figure out why students are performing poorly and possibly suggest remedial strategies (Obilor, 2019). This study seeks to investigate influence of frequent testing on academic performance of students of public secondary schools in Akwa Ibom State with a view to making teaching and learning more meaningful and thus improving students' academic performance.

Purpose of the Study

The purpose of this study is to investigate the influence of frequent testing on academic performance of students. The specific objectives are to:

1. Determine the influence of study habit on the academic performance of students of public senior secondary schools in Akwa Ibom State.
2. Examine the influence of feedback on the academic performance of students in public senior secondary schools in Akwa Ibom State.
3. Determine the influence of memory recall on the academic performance of students of public senior secondary schools in Akwa Ibom State.
4. Investigate influence of classroom attendance on the academic performance of students of public senior secondary schools in Akwa Ibom State.
5. Examine influence of anxiety on the academic performance of students of public senior secondary schools in Akwa Ibom State.

Research Questions

Based on the purpose of this research, the following research questions were formulated to guide the study:

1. To what extent does study habit influence academic performance of students of public senior secondary schools in Akwa Ibom State?
2. To what extent does feedback influence academic performance of students of public senior secondary schools in Akwa Ibom State?
3. To what extent does memory recall influence academic performance of students of public senior secondary schools in Akwa Ibom State?
4. To what extent does student classroom attendance influence the academic performance of students of public senior secondary schools in Akwa Ibom State?
5. To what extent does anxiety influence academic performance of students of public senior secondary schools in Akwa Ibom State?

Hypotheses

The following null hypotheses were tested for the study:

1. There is no significant difference in the mean rating of students in Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts on the extent to which study habit

influences the academic performance of students of public senior secondary schools in Akwa Ibom State.

2. There is no significant difference in the mean rating of students in Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts on the extent to which feedback influences the academic performance students of public senior secondary schools in Akwa Ibom State.
3. There is no significant difference in the mean rating of students in Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts on the extent to which memory recall influences the academic performance of students of public senior secondary schools in Akwa Ibom State.
4. There is no significant difference in the mean rating of students in Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts on the extent to which classroom attendance influences the academic performance of students of public senior secondary schools in Akwa Ibom State.
5. There is no significant difference in the mean rating of students in Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts on the extent to which anxiety influences the academic performance of students of public senior secondary schools in Akwa Ibom State.

Scope of the Study

This study is delimited to influence of frequent testing on academic performance of students in public senior secondary schools in Akwa Ibom State. The geographical scope of the study is Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts in Akwa Ibom State. The respondents were senior secondary two (SS2) students of public senior secondary school in the three Senatorial Districts. The study focused on study habit, feedback, classroom attendance, memory recall and anxiety as attributes of frequent testing and their influence on academic performance of the students in Akwa Ibom State.

METHODOLOGY

The descriptive survey research design was used in this study. According to Best and Kahn (2006), descriptive survey is a research design which aims at describing, recording, analyzing and interpreting existing conditions that yield valid and reliable research results. The population and sample size of the study comprise respectively 58,809 and 1176 senior secondary school two (SS2) students of the 254 senior secondary schools of the State. The instrument for data collection with a reliability coefficient of 0.83 and titled “Influence of Frequent Testing on Students' Academic Performance (IFTSAP)” was adapted from Palsane and Sarma Study Habits and Inventory (Sison, 2019), Multifactorial Memory Questionnaire (Troyer & Rich, 2017), Secondary Students Attendance Survey Questions (Des Moines Independent Community School District, 2005), and Examination Anxiety Scale (Abbasi & Ghosh, 2020). While mean and standard deviation were used to answer research questions, One-way Analysis of Variance was used to test the null hypotheses.

RESULTS

This chapter discussed data presentation and analysis, hypotheses testing, summary of findings and discussion of findings.

Data Presentation and Analysis

Research Question 1: *To what extent does study habit influence academic performance of students of public senior secondary schools in Akwa Ibom State?*

Table 4.1: Descriptive Statistics on the extent study habit influence academic performance of students

S/N	Items	Akwa Ibom North East		Akwa Ibom South		Akwa Ibom North West		$\bar{x}$ of $\bar{x}$	Rmk
		$\bar{x}_1$	SD1	$\bar{x}_2$	SD2	$\bar{x}_3$	SD3		
1	Frequency of classroom quiz spur me to study harder.	2.96	1.01	2.85	1.05	2.90	1.03	2.90	HE
2	I review my notes within 24 hours.	3.01	0.97	2.85	1.10	2.71	1.12	2.86	HE
3	I always take notes in class.	3.29	0.93	3.18	0.79	3.18	0.89	3.22	HE
4	Our teacher requires us to produce records of new words we learn.	3.45	0.90	2.92	1.06	3.30	0.84	3.22	HE
5	I often go over returned tests.	3.29	0.94	3.09	0.99	2.98	1.01	3.12	HE
6	I review my notes before tests.	3.19	0.87	3.02	1.03	3.18	0.90	3.13	HE
7	I complete my reading assignments before class lessons.	3.27	0.91	2.77	1.12	3.32	0.83	3.12	HE
8	I cram certain things without understanding.	2.98	1.08	2.77	1.09	2.76	1.21	2.84	HE
9	I revise the subject matter from time to time because class tests are frequent.	3.02	1.02	2.95	1.23	3.01	1.01	2.99	HE
10	We are encouraged to study the subject matter at home before it is taught in the classroom.	2.18	1.07	2.91	1.16	2.93	0.96	2.84	HE
11	I study often in the library because of tests in class.	2.81	1.06	2.77	1.10	2.88	1.12	2.82	HE
12	I take help of anybody, if I do not follow anything during learning.	3.15	1.08	3.08	0.93	3.29	0.93	3.17	HE
13	I study every day because class tests are unannounced.	2.89	1.06	2.99	1.01	2.95	1.23	2.94	HE
14	Home works are given regularly in our class.	3.76	0.58	3.18	0.93	3.48	0.91	3.47	HE
15	I have the required books and other relevant materials for study.	2.39	1.08	2.80	1.10	2.82	1.07	2.67	HE
	Means	**3.08**	**0.97**	**2.94**	**1.05**	**3.05**	**1.00**	**3.02**	**HE**

Source: Field Survey, 2023

Table 4.1 shows that the three groups of respondents from Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts of Akwa Ibom State, agreed to a high extent that study habit influences academic performance of students of public senior secondary schools in Akwa Ibom State. This is indicated by the grand mean values of 3.08, 2.94 and 3.05 respectively for the respondents with the respondents from Akwa Ibom North-East having the highest mean response.

Research Question 2: *To what extent does feedback influence academic performance of students of public senior secondary schools in Akwa Ibom State?*

Table 4.2: Descriptive Statistics on the extent feedback influences academic performance of students

S/N	Items	Akwa Ibom North East		Akwa Ibom South		Akwa Ibom North West		$\bar{x}$ of $\bar{x}$	Rmk
		$\bar{x}_1$	SD1	$\bar{x}_2$	SD2	$\bar{x}_3$	SD3		
16	I single out my weak subjects on the strength of my examination results.	2.92	1.05	2.94	1.12	3.07	1.02	2.98	HE
17	I always try to make up my deficiency in the weak subjects.	3.05	0.99	2.91	1.09	3.01	1.06	2.99	HE
18	Frequent quizzes helps me to identify what I have learnt.	3.33	0.87	3.34	0.76	3.29	0.94	3.32	HE
19	I get disappointed if the test/examination result is not favourable.	3.61	0.80	3.23	0.92	3.58	0.72	3.47	HE
20	We are encouraged to record our test/ examination results.	3.24	0.83	3.07	1.11	2.78	1.08	3.03	HE
21	I have a clear understanding of what I am expected to learn from the subject.	3.15	0.94	2.99	1.21	3.10	0.97	3.08	HE
22	Getting a good score in a test increases my confidence in other tests.	3.69	0.60	3.42	0.82	3.61	0.71	3.57	VHE
23	Praising my effort or good work motivates me to work harder.	3.73	0.62	3.51	0.79	3.54	0.74	3.59	VHE
24	Test results challenges me to do better.	3.59	0.78	3.18	0.98	3.50	0.78	3.42	HE
25	We often discuss our work personally with the teacher.	2.07	1.05	2.78	1.05	2.95	1.02	2.60	HE
26	We are provided with specific advice on how to improve our performance.	2.41	1.10	3.29	0.89	3.28	0.91	2.99	HE
	Grand Mean	**3.16**	**0.87**	**3.15**	**0.98**	**3.25**	**0.90**	**3.19**	**HE**

Source: Field Survey, 2023

Table 4.2 shows that the three groups of the respondents from Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts of Akwa Ibom State, agreed to a high extent that feedback influences academic performance of students of public senior secondary schools in Akwa Ibom State. This is indicated by the grand mean values of 3.16, 3.15 and 3.25 respectively for the three groups of respondents with Akwa Ibom North-West having the highest mean response.

Research Question 3: *To what extent does memory recall influence academic performance of students of public senior secondary schools in Akwa Ibom State?*

Table 4.3: Descriptive Statistics on the extent memory recall influences academic performance of students.

S/N	Items	Akwa Ibom North East		Akwa Ibom South		Akwa Ibom North West		$\bar{x}$ of $\bar{x}$	Rmk
		$\bar{x}_1$	SD₁	$\bar{x}_2$	SD₂	$\bar{x}_3$	SD₃		
27	I am generally pleased with my memory skills.	3.67	0.76	3.20	0.82	3.25	0.97	3.37	HE
28	I always recall something important in my study.	3.11	0.97	3.39	0.71	3.44	0.82	3.31	HE
29	I am confident in remembering concepts learnt in the classroom.	3.07	1.02	2.94	1.03	3.08	0.99	3.03	HE
30	I often put pressure on myself when I have trouble remembering class work.	3.32	0.86	0.03	0.97	2.95	1.04	3.10	HE
31	I don't get upset when I have trouble remembering something.	3.29	0.88	2.31	0.99	2.96	1.01	2.85	HE
32	I do not worry about forgetting an important class lesson.	3.29	0.91	2.88	1.10	2.90	1.12	3.02	HE
33	Regular assignments help me remember what I learnt earlier in class.	3.55	0.81	3.42	0.90	3.29	1.01	3.42	HE
34	Quizzes during learning help improve understanding and retention of the subject.	3.25	0.97	3.51	0.78	3.18	0.92	3.31	HE
35	Frequency of studying a subject helps me in remembering it better.	3.72	0.68	2.92	1.05	3.29	0.94	3.31	HE
36	Asking questions throughout the lesson period helps me in recalling information.	3.48	0.74	3.09	0.96	3.15	1.05	3.24	HE
	Grand Mean	**3.35**	**0.86**	**3.07**	**0.93**	**3.15**	**0.99**	**3.20**	**HE**

Source: Field Survey, 2023

Table 4.3 shows item by item analyses of mean response scores and standard deviation of students responses on the extent memory recall influences students of Public Senior Secondary Schools in Akwa Ibom State. From the result it can be observed that the respective grand mean of 3.38, 3.07 and 3.15 for the three (3) Senatorial Districts indicates high extent, hence it could be concluded that to a high extent memory recall influences academic performance of students of Public Senior Secondary Schools in Akwa Ibom State.

Research Question 4: *To what extent does classroom attendance influence academic performance of students of public senior secondary schools in Akwa Ibom State?*

Table 4.4: Descriptive Statistics on the extent classroom attendance influences academic performance of students.

S/N	Items	Akwa Ibom North East		Akwa Ibom South		Akwa Ibom North West		$\bar{x}$ of $\bar{x}$	Rmk
		$\bar{x}_1$	SD₁	$\bar{x}_2$	SD₂	$\bar{x}_3$	SD₃		
37	Students frequently attend classes when teachers provide ways for students to express their opinions.	3.24	0.90	3.18	0.91	3.18	0.86	3.20	HE
38	Student frequently attend class when they see benefits of learning.	3.29	0.99	2.91	1.11	3.06	1.01	3.07	HE
39	Student frequently attend class when they feel comfortable asking teachers questions about what they are learning.	3.33	0.93	3.15	0.91	3.08	0.95	3.19	HE
40	Students attend class more frequently when students are challenged in their learning.	2.86	1.06	2.68	1.07	2.73	1.11	2.76	HE
41	I attend class more frequently when learning includes students input.	3.22	0.87	2.89	1.06	3.10	0.87	3.07	HE
42	Student attend class more frequently when teachers care about students learning.	3.07	1.01	3.31	0.98	3.07	1.03	3.15	HE
43	Student attend class more frequently when teachers make learning more relevant to their duty life.	3.14	0.90	3.05	1.03	2.94	1.09	3.04	HE
44	Students attend class more frequently when the teaching support hands-on learning.	3.16	0.86	3.12	0.96	3.07	1.06	3.12	HE
45	Students attend class more frequently when they feel they belong in the school.	3.25	0.87	3.20	0.91	3.04	1.04	3.16	HE
46	Students attend class more frequently when the culture of the school encourages students to succeed academically.	3.20	0.94	2.00	1.22	2.73	1.08	2.64	HE
47	Students attend class more frequently when teachers provide opportunities for students to debate.	2.91	1.01	2.85	1.04	2.55	0.98	2.77	HE
48	Students are more likely to attend school when students believe teachers are interested in them.	3.24	0.97	3.16	0.91	3.18	0.87	3.19	HE
49	Students are more likely to attend school when they are encouraged to participate in school activities.	2.83	1.08	3.03	1.01	3.14	0.89	3.00	HE
	Grand Mean	**3.13**	**0.95**	**2.96**	**1.01**	**2.99**	**0.99**	**3.03**	**HE**

Source: Field Survey, 2023

Table 4.4 shows that the three groups of respondents from Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts of Akwa Ibom State, agreed to a high extent that classroom attendance influences academic performance of students of public senior secondary schools in Akwa Ibom State. This is indicated by the grand mean values of 3.13, 2.96 and 2.99 respectively for the respondents with the respondents from Akwa Ibom North-East having the highest mean response.

Research Question 5: *To what extent does frequent testing influence anxiety of students of public senior secondary schools in Akwa Ibom State?*

Table 4.5: Descriptive Statistics on the extent to which anxiety influences academic performance of students.

S/N	Items	Akwa Ibom North East		Akwa Ibom South		Akwa Ibom North West		$\bar{x}$ of $\bar{x}$	Rmk
		$\bar{x}_1$	SD_1	$\bar{x}_2$	SD_2	$\bar{x}_3$	SD_3		
50	When I sit for an important test/examination, I feel thrilled.	2.72	1.06	2.87	1.08	2.74	1.08	2.78	HE
51	During a test/examination, I feel the urgency to go to a toilet.	2.34	1.10	2.36	1.12	2.63	1.00	2.44	LE
52	Even after preparing well for a test/examination. I feel very nervous.	2.57	1.08	2.83	1.08	2.90	1.03	2.77	HE
53	My hands often sweat and feel cold before and during test/ examination.	1.87	0.52	2.02	1.03	1.88	0.82	1.92	LE
54	During test/examination I think that I will surely pass and get promoted.	3.48	0.84	2.46	1.01	3.27	1.10	3.07	HE
55	Worrying about the result of the test interferes with my performance during test.	3.29	0.93	3.42	0.88	3.29	0.93	3.33	HE
56	After a test, I think most of my answers are right.	3.16	0.91	3.01	0.97	2.93	0.94	3.02	HE
57	Hearing the announcement of an upcoming test frightens me.	2.45	1.06	2.82	1.07	2.58	1.08	2.62	HE
58	Frequent quizzes makes me nervous and forget everything.	2.41	1.01	2.07	1.08	2.53	1.08	2.62	HE
59	I have always dreaded subjects in which the teacher has the habit of giving pop quizzes.	2.69	1.05	3.18	0.87	2.84	1.02	2.90	HE
60	I will learn more if I should not have tests regularly.	2.42	1.03	2.80	1.01	2.82	1.04	2.68	HE
61	During examination, I often check the time.	2.95	0.89	2.85	1.04	2.95	0.96	2.91	HE
62	I feel very confident while taking a test.	3.0	0.99	2.98	0.90	3.21	0.97	3.06	HE
	Grand Mean	**2.72**	**0.96**	**2.74**	**1.01**	**2.81**	**1.00**	**2.76**	**HE**

Source: Field Survey, 2023

Table 4.5 shows that the three groups of respondents from Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West of Akwa Ibom State, agreed to a high extent that anxiety influences the academic performance of students of public senior secondary schools in Akwa Ibom State with the mean values of all the items greater than 2.50 except in the case of items 51 (<2.50) , 53 (<2.00) and 58 (<2.50) which is contrary. This is indicated by the grand mean value of 2.72, 2.74 and 2.81 respectively for the respondents with Akwa Ibom North-West respondents having the highest mean response.

Hypotheses Testing

Hypothesis 1:

There is no significant difference in the mean responses of students of Akwa Ibom North-West, Akwa Ibom South and Akwa Ibom North-East Senatorial Districts on the extent to which study habit influences academic performance of students of public senior secondary schools in Akwa Ibom State.

Table 4.6: Analysis of Variance on influence of study habit on academic performance of students

ANOVA

VAR00001

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.293	2	.147	.680	.802
Within Groups	210.661	1173	.216		
Total	210.954	1175			

Table 4.6 reveals a sum of squares of 0.293 for Between Groups and 210.661 for Within Groups, a degree of freedom of 2 for Between Groups and 1173 for Within Groups. A mean square of 0.147 Between Groups and 0.216 Within Groups at the significant level of 0.05 and F value of 0.680 was observed, which is statistically insignificant. That is, [F(2,1173) = 0,680, P = 0.802 > α = 0.05]. This implies that there is no significant difference in the mean responses of students from the three Senatorial Districts (Akwa Ibom North - East, Akwa Ibom South and Akwa Ibom North-West) on the influence of study habit on the academic performance of students of public senior secondary schools in Akwa Ibom State. In other words, students of public senior secondary schools in Akwa Ibom State are in agreement that study habit influences academic performance of students to a high extent.

Hypothesis 2

There is no significant difference in the mean responses of students of Akwa Ibom North-West, Akwa Ibom South and Akwa Ibom North-East Senatorial Districts on the extent to which feedback influences the academic performance of students of public senior secondary schools in Akwa Ibom State.

Table 4.7: Analysis of Variance on influence of feedback on the academic performance of students.

ANOVA

VAR00001

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.032	2	.016	.082	.921
Within Groups	229.088	1173	.195		
Total	229.120	1175			

Table 4.7 shows that the sum of squares of 0.032, with 2 degree of freedom and a mean square of 0.016 for between groups. Within groups has the sum of squares of 229.088, degree of freedom 1173 and a mean square of 0.195, while the total has 229.120 sum of squares and degree of freedom 1175.The computed F is 0.082 which is statistically not significant at 0.05, [F(2,1173) = 0.082, P = 0.921 > α = 0.05] This means that there was no significant difference in the mean responses of the three groups of students from Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts of Akwa Ibom State regarding the influence of feedback on the academic performance of students of public senior secondary schools in Akwa Ibom State. In other words, students of public senior secondary schools in Akwa Ibom State are in agreement that feedback influences academic performance of students to a high extent.

Hypothesis 3

There is no significant difference in the mean responses of students of Akwa Ibom North-West, Akwa Ibom South and Akwa Ibom North-East Senatorial Districts on the extent to which memory recall influences the academic performance of students of public senior secondary schools in Akwa Ibom State.

Table 4.8: Analysis of Variance on influence of memory recall on the academic performance of students.

ANOVA

VAR00001

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.993	2	.496	2.366	.094
Within Groups	246.099	1173	.210		
Total	247.092	1175			

Table 4.8 shows that the sum of squares of 0.993, with 2 degree of freedom and a mean square of 0.496 for Between groups. Within groups has the sum of squares of 246.099, degree of freedom 1173 and a mean square of 0.210 , while the total has 247.092 sum of squares and degree of freedom 1175. The computed F is 2.366 which is statistically not significant at 0.05, [$F(2,1173) = 2.366$, $P = .094 > \alpha = 0.05$]. This means that there was no significant difference in the mean responses of the three groups of students from Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts of Akwa Ibom State regarding the influence of memory recall testing on the academic performance of students of public senior secondary schools in Akwa Ibom State. In other words, students of public senior secondary schools in Akwa Ibom State are in agreement that memory recall influences academic performance of students to a high extent.

Hypothesis 4

There is no significant difference in the mean responses of students of Akwa Ibom North-West, Akwa Ibom South and Akwa Ibom North-East Senatorial Districts on the extent to which classroom attendance influences the academic performance of students of public senior secondary schools in Akwa Ibom State.

Table 4.9: Analysis of Variance on influence of classroom attendance on the academic performance of students.

ANOVA

VAR00001

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.611	2	.805	.975	.377
Within Groups	259.093	1173	.616		
Total	260.541	1175			

Table 4.9 shows that the sum of squares of 0.611, with 2 degree of freedom and a mean square of 0.805 for Between groups. Within groups has the sum of squares of 259.093 degree of freedom 1173 and a mean square of 0.616, while the total has 260.541 sum of squares and degree of freedom 1175. The computed F is 0.975 which is statistically not significant at 0.05, [$F(2,1173) = 0.975$, $P = 0.377 > \alpha = 0.05$]. This means that there was no significant difference in the mean responses of the three groups of students from Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts of Akwa Ibom State regarding the influence of classroom attendance on the academic performance of students of public senior secondary schools in Akwa Ibom State. In other words, students of public senior secondary schools in Akwa Ibom State are in agreement that classroom attendance influences academic performance of students to a high extent.

Hypothesis 5

There is no significant difference in the mean responses of students of Akwa Ibom North-West, Akwa Ibom South and Akwa Ibom North-East Senatorial Districts on the extent to which anxiety influences the academic performance of students of public senior secondary schools in Akwa Ibom State.

Table 4.10: Analysis of Variance on influence of anxiety on academic performance of students.

ANOVA

VAR00001

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.930	2	.465	2.438	.088
Within Groups	223.776	1173	.191		
Total	224.706	1175			

Table 4.10 shows that the sum of squares of 0.930, with 2 degree of freedom and a mean square of 0.465 for between groups. Within groups has the sum of squares of 223.776, degree of freedom 1173 and a mean square of 0.191, while the total has 224.706 sum of squares and degree of freedom 1175. The computed F is 2.438 which is statistically not significant at 0.05, [$F(2,1173) = 2.438$, $P = 0.088 > \alpha = 0.05$]. This means that there was no significant difference in the mean responses of the three groups of students from Akwa Ibom North-East, Akwa Ibom South and Akwa Ibom North-West Senatorial Districts of Akwa Ibom State regarding the influence of anxiety on the academic performance of students of public senior secondary schools in Akwa Ibom State. In other words, students of public senior secondary schools in Akwa Ibom State are in agreement that anxiety influences academic performance of students to a high extent.

Summary of Findings

The following are the findings in this research study:

1. The respondents agreed, to a high extent, that study habit influences the academic performance of students in public senior secondary schools in Akwa Ibom State.
2. Students in the three Senatorial Districts of Akwa Ibom State agreed to a high extent, that feedback influences academic performance of students in public senior secondary schools in Akwa Ibom State.
3. The respondents agreed, to a high extent, that memory recall influences the academic performance of students' in public senior secondary schools in Akwa Ibom State.
4. They also generally agreed, to a high extent, that classroom attendance influences the academic performance of students in public senior secondary schools in Akwa Ibom State.
5. The respondents agreed, to a high extent, that anxiety influences the academic performance of students in public senior secondary school in Akwa Ibom State.

DISCUSSION OF FINDINGS

The findings of the study are presented under the following headings:

Influence of study habit on the academic performance of students in public senior secondary schools in Akwa Ibom State.

The finding of this study revealed that to a high extent, study habit influences the academic performance of students in public senior secondary schools in Akwa Ibom State. This finding confirms the position of Azorlosa (2011), who held that quizzes had an impact on studying and exam preparation. Stenger (2014) in like manner noted that, with repeated testing, students are trained day by day on how to study and take tests. The results corroborates the findings of Sakirudeen and Sanni (2017) who investigated the study habits and academic performance of secondary school students in Mathematics and found that there was a

positive and significant relationship between note taking, students' use of library, time allocation for study and students' academic performance.

Influence of feedback on the academic performance of students in public senior secondary schools in Akwa Ibom State.

Another result of this study shows that students in Akwa Ibom State do agree to a high extent, that feedback influences the academic performance of students in public senior secondary school. A similar result was found by Esomonu and Eleje (2020) after investigating effect of diagnostic testing on students' academic achievement in secondary school Economics. The results revealed that, diagnostic tests are effective when used with feedback and remediation in teaching and learning of Economics. Their result agrees with the findings of this work as it highlighted the influence of diagnostic testing, feedback and remediation in the academic performance of secondary school students. The result of this study is corroborated by Pennebaker et. al. (2013) who posited that the immediate and personalized feedback of students plays an important role in improving students' performance. Further, they were convinced that daily feedback is the fastest and most efficient way to improve academic performance. This result is supported by Obilor (2021) who stated that taking a test permits students to assess what they know and what they do not know, so they can concentrate study efforts on areas in which their knowledge is deficient.

Influence of memory recall on the academic performance of students in public senior secondary schools in Akwa Ibom State.

Another major finding of this study is that respondents agreed that regular assignments help them remember what they learnt earlier in class. According to Whitehead (2008), the recollection of learned information is essential to retaining such material in the long-term. Karpicke and Roediger (2008) observed that, retrieving is the principal way learning happens. They further opined that recalling information already stored in memory is a more powerful learning event than storing that information in the first place. Retrieval is ultimately the process that makes new memories stick. Not only does memory recall help students remember the specific information they retrieved, it also improves retention for related information that was not directly tested. Researchers such as Karpicke and Roediger (2008) theorised that while sifting through our mind for the particular piece of information we are trying to recollect, we call up associated memories and in so doing strengthen them as well.

Influence of classroom attendance on the academic performance of students in public senior secondary schools in Akwa Ibom State.

This study also found that students agreed, to a high extent, that classroom attendance influences the academic performance of students in public senior secondary schools in Akwa Ibom State. The finding agrees with the declarations of Bledowski et. al., (2004) Beilock et. al., (2006) and Blair, et.al. (2007) that, classroom attendance positively affects course grades and it is increasingly being understood as a precursor and leading indicator to higher performance on examination and final course grades. Also in support of this finding are Roediger and Marsh (2005) and Balfanz and Byrnes (2012) who posited that attendance is critical to academic performance signifying the need for measures designed to encourage student attendance. In a similar fashion, this finding is supported by the perceptions of Wilder et.al., (2001) that students tend to attend more class sessions when frequently scheduled quizzes or tests are implemented.

Furthermore, the finding aligned with the investigation of Oghuvbu (2012) on attendance and academic performance of students in secondary schools which revealed that the mean score of students in attendance was 68% and academic performance 66% revealing a high positive correlation between attendance and academic performance.

Influence of anxiety on the academic performance of students in public senior secondary schools in Akwa Ibom State.

The final result of this study revealed that anxiety influences academic performance of students in public senior secondary schools to a high extent. This agrees with the study of Ugbe, et. al. (2020) which focused on the assessment of test anxiety among students of Nasarawa State College of Education

academic performance as an area of study which revealed that students mostly get so nervous that they forget facts that they know while thinking about the grades they may get which interferes with their study and performance in examinations.

This finding is also corroborated by the observation of Roediger as cited in Lahey (2014) that when students are used to the practice of being tested (or "quizzed"), it loses its emotional teeth and its utility as an educational tool begins to emerge. He opined that when teachers expose students to frequent low-stakes tests in order to reveal gaps and foster active, continuous engagement in the material, students are given more ownership and power over their education.

CONCLUSION

Based on the findings, it was concluded that frequent testing influences academic performance of students of public senior secondary schools with special focus on study habits, feedback, memory recall, classroom attendance and anxiety. It is noteworthy that the practice needs to be encouraged as the results is beneficial to the educational growth of students.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made;

1. Students should be guided on how to procure good study habits, by teachers, counsellors, school management, and the parents of the students. This will help to improve their academic performance.
2. Measurement and evaluation experts should be sent by the ministry of education to train and re-train teachers in order to improve their competencies in continuous assessment.
3. Frequent test must be encouraged to ensure that students recall their work regularly throughout the term and not waiting till just before the final exams.
4. Classroom attendance should be made part of the assessment of the students.
5. Teachers should expose students to frequent low stake test to reduce anxiety to a manageable level.

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