

TITLE PAGE

**EFFECTS OF SELF INSTRUCTION AND STUDY SKILLS
TECHNIQUES ON REDUCING TEST ANXIETY AMONG
SECONDARY SCHOOL ADOLESCENTS**

**A THESIS PRESENTED TO THE DEPARTMENT OF GUIDANCE
AND COUNSELLING**

BY

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APPROVAL PAGE

This thesis has been approved for the Department of Guidance and Counseling, Faculty of Education, Nnamdi Azikiwe University, Awka.

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CERTIFICATION

This is to certify, that I am responsible, for the work submitted in this thesis; the original work is mine, except as specified in the acknowledgements and references. Neither the thesis nor the original work contained therein has been submitted to this university or any other university for award of a degree.

OBI JOY SYLVIA C. (MRS.)

SIGNATURE

DATE

DEDICATION

This work is dedicated to my beloved mother Lolo. Maria C. Nwachukwu
(Nee Iwu).

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ABSTRACT

The study is on the effects of Self Instruction and Study Skills Techniques on reducing test anxiety among secondary school adolescents in Awka South Local Government Area of Anambra state. Four research questions and six hypotheses guided the study. Theoretical studies and various empirical studies were reviewed. The population for this study was made up of 369 students with test anxiety in junior secondary school 2 (JS2) in Awka South Local Government Area. The sample for the study was 107 JS2 students with test anxiety. The Spielberger (1980) test anxiety inventory (TAI) with 20 items was used for data collection. The data collected were analyzed using mean scores and Analysis of Covariance (ANCOVA). Results showed that Self Instruction and study skills techniques have positive effects on reducing test anxiety of secondary school adolescents. Self Instruction technique has more positive effect than Study Skills Technique on reducing test anxiety of secondary adolescents, while Study Skills Technique has more retention effect than Self Instruction Technique. Based on the findings and their implications, it was recommended, among others that school guidance consellers should adopt the two techniques in reducing test anxiety among secondary school students.