

**ANXIETY LEVEL AS PREDICTOR OF ACADEMIC SELF-EFFICACY
BELIEF AND ACADEMIC ADJUSTMENT AMONG
UNDERGRADUATE STUDENTS IN
SOUTH –EAST, NIGERIA**

BY

VICTOR-AIGBODION VERA

PG/M.ED/14/69483

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

UNIVERSITY OF NIGERIA, NSUKKA.

MAY, 2016.

TITLE PAGE

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS**

UNIVERSITY OF NIGERIA, NSUKKA.

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTRS IN EDUCATIONAL
PSYCHOLOGY.**

SUPERVISOR: DR. D.U. NGWOKE

MAY, 2016.

APPROVAL PAGE

This project has been approved for the Department of Educational Foundations,
University of Nigeria, Nsukka.

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CERTIFICATION PAGE

This is to certify that, **VICTOR-AIGBODION VERA**, a postgraduate student of the department of Educational Foundations with Registration Number PG/M.ED/14/69483, has satisfactorily completed the requirements for the award of the degree of Masters in Educational Psychology.

The work embodied in this project report is original and has not been submitted in part or in full for any other diploma or degree of this or any other University.

VICTOR-AIGBODION VERA
STUDENT

DEDICATION

To the fond memories of my father: **LATE ELDER CHIEF SAMUEL IJE EBHOTA (Bob Dogo)** whose desire was to see me get to the peak of academics. Even in death, I reaffirm my promise to make you proud my Hero, and to my mighty men of valor: **Prof-McVictor Oseremen Aigbodion, Captain Ehiremen Aigbodion and King Efe Aigbodion** for your wonderful love, patience and understanding especially when mummy had to sleep in the hostel in order to read and prepare for examination. May God Bless and keep you all in Jesus name. Amen.

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TABLE OF CONTENTS

Title Page	i.
Approval Page	ii
Certification Page	iii
Dedication	iv
Acknowledgments	v
Table of Contents	vi
List of Table	ix
Abstract	x
 CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Statement of the Problem	6
Purpose of the Study	7
Significance of the STUDY	7
Scope of the Study	9
Research Questions	10
Hypotheses	10
 CHAPTER TWO: REVIEW OF LITERATURE	
A Conceptual Framework:	11
Concept of Anxiety	12
Concept of Self-Efficacy	15
Concept of Academic Self-Efficacy	16
Concept of Adjustment	18
Gender Issues in Academic Achievement	21

B	Theoretical Framework:	22
	Cognitive Theory of Anxiety (Albert Ellis and Aaron Beck, 1976)	22
	Social Cognitive Self-Efficacy Theory (Bandura, 1977)	24
C	Empirical Studies:	25
	Studies on Anxiety	25
	Studies on Self-Efficacy Belief	28
	Studies on Adjustment	30
	Studies on Studentsö Gender and Anxiety Level, Academic Self-efficacy	
	Belief and Academic Adjustment.	32
	Summary	35
 CHAPTER THREE: RESEARCH METHODS		
	Design of the study	37
	Area of the Study	37
	Population of the Study	38
	Sample and Sampling Technique	38
	Instrument for Data Collection	39
	Validation of the Instrument	41
	Reliability of the Instrument	41
	Method of Data Collection	42
	Method for Data Analysis	42
 CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS		
	Research Questions	
	Research Question One	44
	Research Question Two	45
	Research Question Three	46

Research Question Four	47
Research Question Five	48
Hypotheses	
Hypothesis One	50
Hypothesis Two	50
Hypothesis Three	51
Hypothesis Four	53
Summary of Findings	54
CHAPTER FIVE: DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS.	
Discussion of Results	56
Conclusion	58
Implication of the Research Findings	59
Recommendations	60
Suggestions for Further Studies	61
Summary of the findings	62
REFERENCES	64
APPENDIXES	
A- Distribution of the population of the study	70
B- Distribution of the sample of the study	71
C- Letter of Introduction to the respondent	72
D- Instruments	73
E- Reliability statistics	78
F- Results of Data Analysis	96

LIST OF TABLES

Table 1:	Mean Ratings and Standard Deviations of Respondents on the Anxiety Level of Undergraduate Students in south-East, Nigeria.	44
Table 2:	Pearson's Product Moment Correlation Analysis of Anxiety Level and Self Efficacy	45
Table 3:	Pearson's Product Moment Correlation Analysis of Anxiety Level and Academic Adjustment	46
Table 4:	Pearson's Product Moment Correlation Analysis of Anxiety Level and Self Efficacy Belief of Male Students.	47
Table 5:	Pearson's Product Moment Correlation Analysis of Anxiety Level and Self Efficacy Belief of Female Students.	48
Table 6:	Pearson's Product Moment Correlation Analysis of Anxiety Level and Academic Adjustment of Male Students	48
Table 7:	Pearson's Product Moment Correlation Analysis of Anxiety Level and Academic Adjustment of Female Students	49
Table 8:	Regression Analysis of Anxiety Level and Self-Efficacy Belief.	50
Table 9:	Regression Analysis of Anxiety Level and Academic Adjustment.	51
Table 10:	Regression Analysis of Anxiety Level and Self Efficacy Belief of Male Students.	51
Table 11:	Regression Analysis of Anxiety Level and Self Efficacy Belief of Female Students.	52
Table 12:	Regression Analysis of Anxiety Level and Academic Adjustment of Male Students.	53
Table 13:	Regression Analysis of Anxiety Level and Academic Adjustment of Female Students.	53

ABSTRACT

This research work was designed to measure the extent to which anxiety level predicts academic self-efficacy belief and academic adjustment among undergraduate students. To accomplish this purpose, 5 research questions with corresponding hypotheses were formulated to guide in the proper conduct of this research. Ex-post factor research design was adopted and both primary and secondary data were made use of in the study. The instrument used for collecting data was the questionnaire. The population of the study consisted of 14,178 of 100 and 400 level students of faculties of Education, Engineering and sciences from University of Nigeria, Nsukka, Enugu State University of Science and Technology, Enugu, Nnamdi Azikiwe University, Awka and Chukwuemeka Odimegwu Ojukwu University, Uli. A multi stage random sampling technique was used to draw up a sample consisting of 880 undergraduate students of both gender; 544 males and 336 females. Mean scores, Standard Deviation and Pearson Product Moment Correlation Analysis was used to answer research questions while Regression Analysis was used to test the hypotheses at 0.05 level of significance. The major findings of the study showed that there exist a direct but moderate positive relationship between anxiety level, self-efficacy belief and academic adjustment of undergraduate students. The result of the study also revealed that anxiety level significantly predicts academic self-efficacy belief and academic adjustment among male and female undergraduate students. The researcher recommends that; stake holders (University Authorities, psychologist and Counsellors should create awareness and organise seminars on the implication and impacts of anxiety level on academic self-efficacy belief and academic adjustment. University teachers waking up to their responsibilities to students will be a good help in arousing students interest and thus, increasing self-efficacy belief and consequently students' academic adjustment in the University.

CHAPTER ONE

INTRODUCTION

Background of the Study

Achievement in learning is critical to students' educational attainment and this implies that academic activities in school and their outcome might often arouse intense emotions which in one way or the other may likely affect students' academic self-efficacy belief and academic adjustment. One of the emotional problems undergraduate students display in the university includes anxiety in confronting test or examination.

People react differently to anxiety. Common anxiety symptoms include irritability, muscular tension, inability to concentrate, trembling, depression, irrational behaviour, loss of appetite, and a variety of physical reactions such as headaches and accelerated heart rates. (Heath, 2008). All these symptoms may affect academic self-efficacy belief and academic adjustment among undergraduate students. Again, when a student is asked to stand and speak in front of a class, or is waiting for an examination or test to begin students might feel anxious. At one time or another, most undergraduate students feel anxious in some social situation to the extent that they may find it difficult to look into someone's eye or talk to someone.

Anxiety has become part of everyday experiences for undergraduate students. Fortunately for most of them, it does not entail intense suffering endured by those with anxiety disorders of which there are three important types: generalized anxiety disorder in which a person for no apparent reason feels uncontrollably tense and uneasy. Phobic disorder in which the person feels irrationally afraid of a specific object or situation and obsessive-compulsive disorder in which the person is troubled by repetitive thoughts and actions (Kremer, 1994)

Anxiety is a problem that involves both the mind and body. A lot of undergraduate students are facing this problem today hence, demands urgent attention from well-meaning educators and scholars. Huberty, (1997) defined anxiety as a unique emotional state characterized by feelings of distress and tension about real or anticipated threats that may manifest in cognitive, behavioural, physiological patterns. It is a complex emotional state and may involve and influence multiple domains of a student's functioning. Specifically, a student may experience cognitive, behavioural, and physiological effects. Common cognitive symptoms of anxiety include excessive worries, concentration difficulties, memory and attention problems. Anxiety may also be manifested through such behavioural symptoms as motor restlessness, difficulty sitting still, and attempts to escape or avoid anxiety-provoking stimuli or situation. Anxiety also includes physiological symptoms, such as muscle tension, increased perspiration, rapid heartbeat, headaches, and stomach-aches (Lowe & Raad, in Lopez, 2009).

According to Kring & Gordon, (1998), Anxiety as a unique emotion can be viewed in both positive and negative light. A slight amount of anxiety can be helpful, motivate and facilitate a student performance, whereas too much anxiety can be debilitating and hinder performance. For example, a student can become slightly anxious before a major examination. The slight anxiety felt can motivate the student to study for the examination thereby boosting his self-efficacy to do better because of the time spent preparing for the examination. In contrast, high level of anxiety may interfere with the student's ability to concentrate, process information, or retrieve information from long-term memory. Under these circumstances, the student is less likely to perform his or her best in the examination. Given all of these challenges, it is common for undergraduate students to feel uncertain about their own abilities and express frustration and anxiety over grades that accompanied

academic activities which makes burning candle at both ends inevitable. Operationally, anxiety is the feeling of fear or panic about existing or presumptuous threat capable of positively or negatively affecting academic self-efficacy.

Although, the university campus is a regulated academic environment, undergraduate students still feel free and engage in lots of activities that are social, academic and religious in nature which sways their academic self-efficacy.

Bandura (1995) defines self-efficacy as the belief in one's capabilities to organize and execute the courses of an action required to manage perspective situations. In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation.

Academic self-efficacy is the belief a student has in his or her ability to accomplish academic task successfully, (Friedman, 1998). For instance, a lot of students arguably engage in romantic relationship on campus and this makes the issue of 'heartbreak' in relationship and other consequences such as anger, depression and anxiety which are unfriendly to learning and capable of undermining students' academic self-efficacy a common phenomenon.

Academic self-efficacy beliefs are people's or student's beliefs about their ability to produce desired outcomes through their own actions. These beliefs are among the most important determinants of the behaviors students choose to engage in and how much they persevere in their efforts in the face of obstacles and challenges. Therefore, they also are among the most important determinants of psychological well-being and adjustment. Although the term self-efficacy as a construct is of recent origin, interest in beliefs about personal control and ability has a long history in psychology. (Friedman, 1998).

Academic self-efficacy may be operationally defined as undergraduate students' belief in their ability to attain their academic goal. Academic self-efficacy are undergraduate

students' convictions that they can successfully achieve academic task and attain their academic goal(s) which will consequently lead to positive academic adjustment.

According to Lahey (2004), adjustment is the ability of individuals to develop techniques to handle stress and conflict with the amount of support provided by their environment. The author however confirmed that there are no such things as ideally adjusted person. The author further stated that adjustment with university life is considered one of the main indicators of success in university life as it is an indicator for the student's ability to face the problems resulting from fulfilling his academic, social and emotional needs. By adjusting with university life the students will be able to form a kind of good relationships with others in the university leading him to enhance his academic achievement.

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among organisms, the environment and the personality. A well-adjusted personality is well prepared to play the roles which are expected of the status assigned to him within a given environment. (Sabin, 2012).

Academic adjustment refers to the degree of a student's success in coping with various educational demands such as motivation, application, performance and satisfaction with the academic environment (Baker and Siryk, 1999). It is a process involving psychological and behavioural change as individuals try hard to regulate themselves to achieve balance in their new academic environment and to meet the new learning requirements of a university. (Feng & Li, 2002 in Quan, 2014). Operationally, academic adjustment refers to individual and specific students' organization of their behaviour in order to strike

a balance with the academic environment. It is the harmonious interaction between undergraduate students with the university environment.

The notion that women are more anxious than men is entrenched in one's cultural beliefs and consistently supported by research on sex linked stereotypes. Men and women typically report differences in their general anxiety level, such as overall anxiety intensity or expressivity as well as in the experience and expression of specific emotions. Despite the popular belief that women are more anxious, sex reviewers and researchers disagree as to whether there is empirical support for sex differences in anxiety expression level and experience. Evidence suggests that women are more verbally and non-verbally expressive of anxiety than are men; women report expressing their fearful feelings with more intensity, more frequent facial expressions of fear and more crying and freezing when afraid (Kring and Gordon, 1998).

Presumably, One of the contentious matter that have assumed significant debates today is the extent anxiety level predicts academic self-efficacy and academic adjustment among students In south-East Nigeria. This has led to the desire to bridge the yawning educational gap between the south ñeast zone and the other southern geopolitical zones in Nigeria. This perhaps explains why the south-Eastern zone is clamoring for additional state creation so as to provide equal educational opportunities to the people.

An empirical study of this nature could therefore help minimize the undue influence of anxiety on undergraduate students' academic activities in the area and consequently improve academic self-efficacy and academic adjustment.

Statement of the Problem

Life in the university campus presents lots of challenges to students. These students are leaving the nest, and may not be quite ready to make their own way. Finding themselves in a totally new environment, students can often feel overwhelmed. The first few weeks on campus can be a lonely experience, as the reality of separation from home and family sinks in. This phenomenon is called homesickness, and is a normal transitory reaction when someone is in a new place, and without familiar surroundings, family and friends. It can be a terrible feeling of sadness, grief, longing, and sometimes self-doubt. Not every student who leaves home experiences it, but most have this emotional experience at some point in their school lives.

The university campus is a regulated and challenging academic environment where the desire to achieve academic goals is paramount to every student. Since ways to achieving these goals do not always come easy, some students also have difficulty adjusting to the academic demands of university. It is also possible that some students may display frustration due to; inability to attain their stated goals, dissatisfaction in studying a course perceived to be foisted on them, gloomy looks due to lack of wherewithal to cater for their basic needs on campus. These and many other associated problems can stir up anxiety in undergraduate students. It is argued that anxiety can be productive or counterproductive in learning depending on its intensity or level. The extent, however anxiety influences cognitive variable such as academic self-efficacy belief and how undergraduate students adjust to the academic environment which can be a herculean task constitute significant educational issue needing attention of researchers.

However, some amount of arousal may have the potential to energize an individual; it may also interfere with one's ability to perform a given task successfully. Given this argument, the pertinent question to ask is this: will students' belief in their ability to execute academic tasks be successfully enhanced or marred by their level of anxiety? Therefore, the problem of this study is to what extent anxiety level predicts academic self-efficacy belief and academic adjustment of undergraduate students in South-East, Nigeria.

Purpose of the Study

The general purpose of this study was to find out whether anxiety level predicts academic self-efficacy belief and academic adjustment of undergraduate students. Specifically, the study sought to determine the:

1. anxiety level of undergraduate students in south-East, Nigeria.
2. extent anxiety level predicts academic self-efficacy belief among undergraduate students.
3. extent anxiety level predicts academic adjustment among undergraduate students.
4. extent anxiety level predicts academic self-efficacy belief among undergraduate students based on gender
5. extent anxiety level predicts adjustment among undergraduate students based on gender

Significance of the Study

The study has both significance for theory building and practical significance. Theoretically, the study was anchored on the cognitive theory of anxiety by Ellis and Beck (1976) and social cognitive self-efficacy theory by Bandura (1977). The findings of this study will help extend or refute the tenets of cognitive theory of anxiety which stipulates that anxiety disordered people always anticipate that the worse will happen to them and feel powerless to adjust effectively.

The basic principle and foundation upon which self-efficacy theory lies is that people are likely to engage in activities to the extent that they perceived themselves to be competent at those activities. The findings of this study will further uphold or refute the view of the self-efficacy theory which explains the reason(s) why people think erratically or strategically, optimistically or pessimistically.

Practically, the findings of this study if published will be of great help to the university authorities, policy makers, university counselors/ lecturers, students and their parents.

The host university will be provided with knowledge about the anxiety level of their students. This knowledge will be worthwhile as the university can use it to make policies or design programs that will take into consideration the feelings of the students. It will further provide the universities and their neighbors with insight on academic self-efficacy level of its students. This can avail the universities opportunity to understand if the students are academically self-efficacious or not. Through this knowledge, modalities can be evolved to help boost students' academic self-efficacy belief.

This study will help policy makers and developers to see the imperative need of including or incorporating anxiety management or regulation in the curriculum. Teaching students how to manage and regulate their anxiety will undoubtedly help to reduce the rate of violent behavior in schools.

The research is relevant to university counselors and lecturers as it will give them the opportunity to organize group counseling or an interactive session with students aimed at helping them cope with their anxieties and as well inspire them not to give up even in the face of academic failure.

The findings of this work will provide parents and guardians with the understanding that the university community is a different world of its own. Transiting from life at home to

life on university campus is not an easy task for adolescents and young adult. Therefore, parents must prepare and equip their wards emotionally so as to enable them face challenges in the university. This could make students more committed, competent, dedicated, effective and set to accomplish academic task easily for improved achievement.

This research work has contributed to knowledge and the intellectual development of lecturers and students in the university and will remain a reference material and a basis for prospective researchers in the related area of the study. This is because the researcher intends to publish this work in some local and international journals of Educational psychology.

Scope of the study

This study investigated the extent anxiety level predicts academic self - efficacy belief and academic adjustment of undergraduate students in south-East, Nigeria.

The study was de-limited to the extent anxiety level predicts academic self-efficacy and academic adjustment of federal and state universities in Anambra and Enugu States. The choice of federal and state universities for the study was predicted on the assumption that the influence of anxiety on academic activities may be felt more in these universities than in private universities.

The research focused on three selected faculties namely: Education, Engineering and sciences. The choice of these faculties was based on the assumption that they have more population and will form a better representation of the sample of the study.

The content of this study covered high, moderate and low levels of anxiety of undergraduate students as predictors of academic self - efficacy belief and academic adjustment. The choice of these levels was based on the concern expressed by the university staff, students and other relevant stake holders on the perceived influence of anxiety on academic self-efficacy belief and academic adjustment in South-East, Nigeria.

Research Questions

Based on the purpose of this study, the following research questions were posed to guide the researcher in the effective collection of the data:

1. What is the anxiety level of undergraduate students in south-East, Nigeria?
2. To what extent does anxiety level predicts academic self-efficacy belief among undergraduate students in south-east Nigeria?
3. To what extent does anxiety level predicts academic adjustment among undergraduate students in south-east Nigeria?
4. To what extent does anxiety level predicts academic self-efficacy belief of male and female undergraduate students?
5. To what extent does anxiety level predicts academic adjustment of male and female undergraduate students?

Hypotheses

The following null hypotheses (H_0) were tested at 0.05 level of significance:

H_{01} : Anxiety level does not significantly predict academic self-efficacy belief among undergraduate students.

H_{02} : Anxiety level does not significantly predicts academic adjustment among undergraduate students.

H_{03} : Anxiety level does not significantly predict academic self-efficacy belief of male and female undergraduate students.

H_{04} : Anxiety level does not significantly predict academic adjustment among male and female undergraduate students.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviewed the literature which is pertinent and relevant to the study. The literature review was carried out and organized under the following headings and sub-headings:

Conceptual frame work

Concept of Anxiety

Concept of Self-Efficacy

Concept of Academic Self-efficacy

Concept of Adjustment

Gender Issues in Academic Achievement

Theoretical Framework

Cognitive theory of Anxiety (Albert Ellis & Aaron Beck, 1976)

Social Cognitive Self-efficacy theory (Bandura, 1977)

Review of Empirical Studies

Studies on students Anxiety Level

Studies on Self-efficacy Belief

Studies on Adjustment

Studies on Students' Gender and Anxiety Level, Academic Self-efficacy Belief and Academic Adjustment.

Summary of Literature Review

Conceptual frame work

For the purpose of clarity and specificity, the researcher uses this segment of the work to give a brief description of the concepts that are to be used in this work. From broad meaning of each concept, the researcher hopes to state the contextual meaning each concept would bear in this work and the way these concepts would be used herein.

Concept of Anxiety

According to Broeren, & Muris, (2009). Anxiety is a psycho-somatic problem a lot of students are facing today which demand urgent attention from well-meaning educators and scholars. Anxiety as a unique emotional state is characterized by feelings of distress and tension about real or anticipated threats that may manifest in cognitive, behavioural, physiological patterns. It is a complex emotional state and may involve and influence multiple domains of a student's functioning. Specifically, a student may experience cognitive, behavioural, and physiological effects. Common cognitive symptoms of anxiety include excessive worries, concentration difficulties, and memory and attention problems. Anxiety may also be manifested through such behavioural symptoms as motor restlessness, difficulty sitting still, and attempts to escape or avoid anxiety-provoking stimuli or situation. Anxiety also includes physiological symptoms, such as muscle tension, increased perspiration, rapid heartbeat, headaches, and stomach-aches (Broeren, & Muris, 2009)).

Anxiety as a unique emotion can be viewed in both a positive or negative light. A slight amount of anxiety can be helpful, motivate and facilitate a student performance, whereas too much anxiety can be debilitating and hinder performance. For example, a student can become slightly anxious before a major exam. The slight anxiety felt can motivate the student to study for the exam thereby boosting his self-efficacy to do better because of the time spent preparing for the exam. In contrast, high levels of anxiety may interfere with the student's ability to concentrate, process information, or retrieve information from long-term memory. Under these circumstances, the student is less likely to perform his or her best on the exam. (Broeren, & Muris, 2009)

Hildegard (2012) explained anxiety as individual's body way of communicating that something either makes one feel temporarily unsafe or stressed. Hildegard described four (4) levels of anxiety: mild, moderate, severe and panic. Each level of anxiety can be experienced differently as thus:

Mild Anxiety: mild Anxiety is common in everyday life. At this level, you are likely open-minded, although stressed. You might experience this level of anxiety as you await a job performance review or if you are lost in a new city. Symptoms might include fidgeting, irritability, sweaty palms and heightened sense. Mild anxiety is typically motivational, meaning it helps you focus on seeking a solution to the challenge you face. For example, if you are lost in a new place, you might look for a new place to ask for directions. Once you get your bearings, your anxiety will likely dissipate quickly. This is typical of mild situational anxiety.

Moderate Anxiety: at a moderate level of anxiety, you are likely to focus exclusively on the stressful situation directly in front of you and ignore other tasks for example; you have

taken a child to the playground and lose sight of him. You might experience a faster heartbeat, dry mouth, sweating and stomach pain or nausea. Your speech may be rapid and high pitched, and your hand and arm movements are likely more exaggerated. Nervous habits, like biting your nails or wringing your hands, are common. Your singular focus is likely where the child might be. Once you find him playing with other children, your symptoms subside.

Severe Anxiety: with severe anxiety, symptoms intensify and others develop, such as a pounding heartbeat, chest pain, headache, vomiting or diarrhea, trembling, scattered thought, erratic behavior and a sense of dread. Unexpected loss of employment is an example of situation that can provoke the symptom. With severe anxiety, your ability to focus and solve problems is impaired, which can lead to further anxiety. You may not even be able to recognize or take care of your own needs. Attempts of others to redirect your attention are likely to be unsuccessful.

Panic-level Anxiety: panic-level of anxiety is the most disruptive and challenging, as it overwhelms your capacity to function normally. You may experience an inability to move or speak, but sometimes the opposite is true. Some people take off running or find it impossible to sit or stay still. You might not identify danger or understand your needs in the moment. Extreme life stressors can provoke these types of reactions, such as being victim of a crime or living through a disaster.

For the purpose of this work, anxiety is the feeling of fear or panic about existing or presumptuous threat. It is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision. Anxiety disorders, however, are different. They can cause

such distress that it interferes with a person's ability to live a normal life. A high level of anxiety gradually degenerates into a disorder which is seen and considered as a serious mental illness. For people with anxiety disorders, worry and fear are constant and overwhelming, and can be crippling.

Concept of Self-Efficacy

Bandura (1995) defines self-efficacy as the belief in one's capabilities to organize and execute the courses of an action required to manage prospective situations. In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation.

More-so, to Bandura, self-efficacy beliefs are self-persuasions cognitively constructed from four(4) main sources that are: personal experiences, modeled behaviours observed and interpreted in others, verbal persuasion and physiological and affective states. Through these inputs people evolve self-schemata of personal efficacy that organize and deal with their thoughts, assisting with processing more information and retrieving information from memory (Bandura, 1997).

Pajeres, (2002) connect self-efficacy with people's motivation and actions, arguing that what people believes in, influences motivation and actions regardless of whether or not the belief is objectively true. Pajeres argues that, behavior can be predicted by predicting perceived self-efficacy over the actual accomplishment as self-efficacy determines what people will do with their knowledge and skills. Behavior sometimes widely differs from actual capabilities.

Stajkovik, & Lee, (2001) stated that self-efficacy refers to personal judgment of performance capabilities in a given domain of activity that may contain novel, unpredictable

possibilities with stressful features. It is believed that self-efficacy has wide effect in achievement settings and can influence choice of activities.

According to Moritz, Feltz, Fahrbach & Mack (2000). It refers to global confidence in one's coping ability across a wide range of demands or novel situations. General self-efficacy aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situation. Individuals do not have a singular, overall sense of efficacy; rather, one's level of self-efficacy depends on the specific task and context in which this task is undertaken.

It is reasonable to conclude that if anxiety could be positively influenced, then students' perceptions of self-efficacy and adjustment may be raised. In this simplest account of influence, success raises self-efficacy and failure lowers it. Repeated success generates resilience in the perception of academic self-efficacy even in the face of occasional failure. On the other hand, repeated failure experienced early in new situations in which mastery is attempted is likely to lower self-efficacy belief and poor adjustment.

Concept of Academic Self-efficacy

Many students resist academics because they do not believe they have the ability to succeed, regardless of their efforts. These students have low self-efficacy. Lecturers can reverse this perspective by encouraging students to take in more challenging tasks and develop a high interest in academic, stressing the development of higher self-efficacy.

Academic self-efficacy beliefs are people's or student's beliefs about their ability to produce desired outcomes through their own actions. These beliefs are among the most important determinants of the behaviors students choose to engage in and how much they

persevere in their efforts in the face of obstacles and challenges. Therefore, they also are among the most important determinants of psychological well-being and adjustment. Although the term self-efficacy as a construct is of recent origin, interest in beliefs about personal control and ability has a long history in psychology. (Friedman,1998).

Bandura (1997) also define academic self-efficacy to mean students belief (conviction) that they can successfully achieve at a designated level on academic task or attain specific academic goal.

According to Bandura (1997) there are three things that make up the self-system. They are attitudes, abilities, and cognitive skills. These three variables play a major role on how people perceive and behave in response to different situations. Bandura describes these beliefs as determinants of how people think, behave, feel and persevere in their efforts in the face of obstacles and challenges. Academic self-efficacy plays a key role in the life of students because it affects their behaviour not only directly, but also by its impact on other determinants such as goals and aspirations, outcome expectations, affective proclivities, and perception of impediments and opportunities in the social environment

McGrew (2008) defines academic self-efficacy as a student's confidence in their ability to organize, execute, and regulate performance in order to solve a problem or accomplish a task at a designated level of skill and ability.

Research suggest that, teachers can strengthen self-efficacy by linking new works to the students recent success, teaching the needed learning strategies, reinforcing effort and persistence, stressing peer modeling and helping students to identify or create personal goals (Margolis and McCabe, (2006). Self-efficacy influences task choice effort, persistence and

achievement compared with students who doubt their learning capabilities. Those who have a sense of efficacy for particular task participate more readily, work harder, persist longer when they encounter difficulties and achieve higher levels. (Schunk and Zimmerman,(1997).

For the purpose of this study therefore, academic self-efficacy may be operationally define as undergraduate studentsö belief in their ability to attain their academic goal. Academic self-efficacy are undergraduate studentsö convictions that they can successfully achieve academic task and attain their academic goal(s).

Concept of Adjustment

Adjustment as a concept means different things to different groups. Accordingly, adjustment has unique meaning to the military, the psychologist and to the conventional mind. Adjustment has been analyzed as an achievement as well as a process in psychology. Interpreting adjustment as an achievement would necessitate effective performance in doing what one was expected to and engaged in. This would mean judging the quality on certain parameters. However, psychologists have been interested to examine adjustment as a process. This entails examining the interaction of the individual with the external world. If the relationship between the individual and his/ her environment is in accordance with the norms then the adjustment is achieved. The behaviour of the person concerned would be considered normal. Gross deviation from the norms demand clinical investigations and interventions. Such deviations are defined as maladjustment. Severe deviations can be classified as abnormal behavior. (Gadzella, & Carvalho, 2008)

Adjustment is the individualö meeting of his psychological demands and accepting himself. It is the individualö ability to fulfill his psychological needs and his self-acceptance as well as enjoying life without any types of conflicts and accepting social activities and

participation in social activities. Or it is a behavior directed to overcome the obstacles or the techniques used by people to fulfill needs and satisfy motives as well as reducing pressure to achieve balance and satisfaction (Al-Ananni, 2005).

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well-adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs. (Baker, & Siryek, 2003).

According to Wintre, & Yaffe, (2000). When a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A child who obeys his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted while Abnormal Adjustment means problem behavior or popular speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent child adjusts with his environment but he is a maladjusted child because he is violating certain moral codes.

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve

harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. (Martin Jr, Swarz, & Madson, 1999).

Adjustment refers to a process wherein one builds variations in the behavior to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. It is imperative that adjustment will encourage certain changes so that the optimum relationship between the self and surrounding can be achieved and maintained. Take example of someone who has been diagnosed with life threatening disease. What are the possible reactions? One might be very tense anticipating imminent death, someone else might show denial thinking how can this happen to him/ her whereas someone could show anger thinking why him or her. There exists a whole range of possibilities. Psychological adjustment is that critical processes that will help the person achieve harmony with his/ her current state, thus also leading to acceptance, satisfaction of psychological needs through social networks facilitates and cultural adjustments. Human beings learn the dynamics of the network from these experiences. Changes in the environment triggers the interpersonal activities that can help achieve the needs. This serves two purposes: meeting needs in the changed environment and increasing expectancy of meeting needs in the future. Thus, adjustment process engages inner-inner as well as an inner-outer relationship. This relationship could be harmonious or conflicting. The harmony and conflict within and among one's behaviour, value-belief systems, affective reactions, etc works as major determinants of adjustment. It is a continuous process but most individuals are not able to strike it. (Mohsen, & Mansoor, 2009).

According to Al-Shinawl & Abdurahman (1994), Academic Adjustment is the ability of students to achieve a balance with university life and reaching a state of satisfaction on their performance, colleagues, teachers and the environment as a whole. Operationally,

academic adjustment refers to individual and specific students' organization of their behaviour in order to strike a balance with the academic environment. It is the harmonious interaction between undergraduate students with the university environment.

Gender Issues in Academic Achievement

The issue of gender differentiation in ability and achievement in life and education has been a problem for decades. There has been continual works and studies into its nature and origin in the history of mankind.

Some theorists have tried to trace the gender difference to origin of man. Linn and Peterson, (1998) had traced it back to a black box position though its mechanism for the effect is not well specified. They even traced it to the environmental differences for the sex differences to have emerged at birth and continued through life span. Hacker (1999) illustrated in his gender differences that males are superior in visio spatial task while females are superior for verbal tasks. This implies that there is existence of differences between male and female achievements. The author went on to explain that real gender differences cannot be explained fully in terms of the social environment.

Tracing history back to colonial era in Nigeria, most schools were predominantly boys with the aim of training or producing literate men to serve the white men. It was only nine years later that girls' education was introduced. (Usman, 1997). Gender discrepancies were further exposed in even school curriculum for boys and girls. Girls were made to do such subjects as needlework, home management, nutrition, domestic science, among others to prepare them for their future roles as mothers and house wives. This made the girl not to think beyond becoming wives and mothers since this was the societal expectation.(Lassa, 1998). Nigeria National Policy on Education (FRN,1999) has reconciled this by introducing equal educational opportunity for all citizens (male and female) at primary, secondary and

tertiary levels both inside and outside school system. The question then is whether this policy will have implication for gender academic self- efficacy and academic adjustment.

The differences in gender early training at home had already created a biased attitude in the minds of male and female children in Nigeria. Some theory even made matter worse by propounding such facts as the intellectual inequality of male and female in sciences. (Anigbogu, 2002). Some are of the opinion that males are superior to females while others said otherwise. Still, some researchers are neutral as regard this gender issue. Since this is so, this study is aimed at finding out whether the issue of gender difference could influence academic self -efficacy and academic adjustment.

Theoretical Framework

This section reviewed the anxiety and self-efficacy theories that are relevant to the study. The theories reviewed in this chapter are Cognitive Anxiety and the Social Cognitive Self-efficacy theories.

Cognitive theory of Anxiety (Ellis & Beck, 1976)

One of the theories that is relevant to this study is the óCognitive theory of Anxietyô. The cognitive theory of anxiety was developed by Ellis & Beck in 1976.

Ellis focused on *irrational* core beliefs by identifying beliefs for which there was no evidence. Thus, they are irrational. Ellis identified common, irrational, core beliefs such as:

- I must do well and win the approval of others or else I am not good.
- Everybody should treat me kindly.
- Life must be fair.

Ellis noticed that irrational beliefs often contained words like "must," "should," and "can't."

Beck also believed that a more active and directive approach to modify thoughts would positively influence behavioral change. His theory takes a slightly different approach than Ellis, and the terminology is somewhat different. Nonetheless, both Beck and Ellis sought to modify an individual's dysfunctional thoughts, in order to produce a change in emotions and behavior.

According to Beck, problems occur when distorted thinking patterns influence our interpretation of environmental events. In other words, our behavior is not really determined by what is actually happening in the environment. Instead, our behavior is determined by our thoughts about what is happening. Therefore, behavior is significantly influenced by our perceptions and interpretations of the environment.

According to Beck, the way we interpret environmental events is a function of our *core schema*. A core schema is a central assumption about oneself, others, and the world. These assumptions influence our feelings and behavior. Examples of core schema include: The world is a dangerous place, I am unlovable and I am inadequate.

For this study, Ellis & Beck cognitive theory is very applicable to the students. This is because when cognitive distortions and core beliefs are modified, behavioral change naturally follows. This forms the principal foundation for students' level of anxiety and consequently, self-efficacy belief system and academic adjustment.

Social Cognitive Self-Efficacy theory (Bandura, 1977)

The second theory backing up this study is the Social Cognitive Self-efficacy theory developed by Albert Bandura (1977). The four major concepts of this theory are: performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These components help individuals determine if they believe they have the capability to accomplish specific tasks. Bandura noted that "individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided". In this study, we are only interested in performance outcomes. This is because it is more related to this study.

According to Bandura, performance outcomes, or past experiences, are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task (Bandura, 1977). For example, if a student performed well in a previous test or examination, they are more likely to feel confident and have high self-efficacy in another test or examination. The individual's self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and complete the task with much better results. The opposite is also true. If an individual experiences a failure, self-efficacy is likely to be reduced. However, if these failures are later overcome by conviction, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge (Bandura, 1977).

"Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed.

Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" Albert Bandura (1997).

For this study, Bandura's Social Cognitive Self-efficacy theory is very applicable to undergraduate students. This is because students' performance outcomes, vicarious experiences, verbal persuasion and physiological feedback will enhance their self-efficacy belief and consequently, promote a better academic adjustment system in the students.

Empirical Studies

This section is concerned with empirical studies which relates closely to the influence of anxiety level on academic self-efficacy and academic adjustment especially among university students.

Studies on students Anxiety Level

Syeda, (2010), conducted a study on Anxiety level on school students studying at university level from science and arts group in different schools in Pakistan. The study adopted the descriptive and inferential survey design which employed questionnaires and interview techniques. Four research questions and four hypotheses guided the study. The researcher used 300 respondents comprising of 150 arts and 150 science students. The purposive and random sampling techniques were used for the study. Data were analyzed by the use of correlation coefficient.

The results of the study revealed that Anxiety emerged as a significant predictor of academic self-efficacy in high achievers and insignificant predictor in low achievers. The students who had overloaded anxiety engaged in healthy habits and resultantly greater

motivation for studies that brought high scores among the high achievers and vice versa with low achievers. The findings of the study are relevant to this study because it reveal the influence anxiety level on university students academic performance which is part of the purpose of the present study.

Murff (2005) in Sims & Snaight (2008) carried out a study on the impact of anxiety on academic success in college students of Gambia University. The objective of the study was to identify students personality styles and patterns of behavior, provide general information on stress and anxiety. The survey design was adopted for the study. The population of the study was all the students in school of Humanities in Gambia University. 900 respondents were used for the study. The instrument used for the study was a questionnaire called stress and anxiety management questionnaire. The questionnaire was face validated by experts in management while the content validation was done by an expert in Human psychology. A test re-test approach was used to establish the reliability of the instrument and coefficient of .082 was achieved. The statistical instrument of mean was used to analyze the data.

The results of the study showed that the seminar which provided the students with the general information on stress and anxiety was beneficial in strengthening the students adjustment skills. Consequently, if adjustment skills or mechanisms are effective in decreasing stress and feeling of anxiety, university students will have greater chance of academic success.

Segal, (2002) in Segal, (2008) conducted a study on the influence of anxiety and mental health on effective learning. The purpose of the study was to establish the influence of anxiety and mental health as a correlate students academic success or failure.

The study revealed that an anxious learner is unable to make a meaningful and dynamic organization and structuring of experiences through the perpetual field into a cognitive structure needed in learning. The finding also indicated that anxious students and complex subject matter combine to create a difficult learning environment. However, the researcher further suggested that it is important in teaching and learning that anxiety be consciously minimized while the development of positive self-concept be maximized for the attainment of educational goals.

Leary and Kowalski (2003) conducted a study on why people feel anxious in social situations and why some people are shackled in the prison of their own shyness. They used 450 respondents made up of undergraduate students from public and private universities. The descriptive survey design was used for the study. Four research questions and three null hypotheses were used for the study. The mean was used to analyze the research questions while t-test statistical analysis was used to test the null hypotheses of the study.

The results of the study revealed that students feel anxious when they are motivated to impress others but doubt their ability to do so. Some people, especially those who are shy or easily embarrassed feel anxious in almost any situation in which they might be evaluated. For these people, anxiety is more a trait than a temporary state. The study also indicated that shy people over personalize situation thereby breeding anxious concern and paranoia in extreme cases. They overestimate the extent to which other people are watching and evaluating them. To reduce social anxiety, some people turn to alcohol. The study went further to suggest that the natural tendency in all such situations is to be cautiously self-protective, to talk less, avoid topics that reveals ones ignorance, be guarded about oneself, be unassertive, agreeable

and smiling. The results of the study are relevant to this study because some of them are on students' personal issues.

Studies on Self-efficacy Belief

Jason and Mitchell (2008) conducted a study to investigate the influence of self-efficacy beliefs towards technology integration among pre-service teachers at two mid-sized public institutions in mid-west region of the United States. A total of 108 undergraduate students were sampled and used for the study. In this study, three research questions were used. The instrument used was survey for pre-test and post-test measurement. The attitude towards computer simulation task self-efficacy was assessed with two 7-point Likert Scale. Latent Growth Curve models (LGCs) within structural equation modeling framework were used for the analysis of the change overtime. The results from a series of latent growth curve models showed significant overall increase in students self-efficacy during the task. That is task involvement increases self-efficacy belief hence improved achievement.

More so, Michael and Michael (2001) conducted a research on a comparative analysis of mathematics self-efficacy of developmental and non-developmental freshman mathematics students. The sample of the study included 185 freshman students who were enrolled in one of two freshman level Maths classes at the University of Mississippi. The instrument consists of three sub-scales and a total of 52 items. The mathematics self-efficacy scale (MSES) questionnaire was used. The data collected were subjected to analysis using Pearson Correlation and multiple regressions. The result of the study showed that there is a statistically significant difference between the level of mathematics self-efficacy freshman students enrolled in calculus I and developmental mathematics where the calculus 1 students

exhibited a higher self-efficacy than the developmental mathematics students. That is, self-efficacy is a strong factor in academic achievement.

Similarly, in a study conducted by Adeyemi and Bola (2007) on emotional intelligence and self-efficacy as predictors of occupational stress among academic staff in Nigerian universities. The study made use of simple random sampling in selecting 300 academic staff from all the eight faculties of Olabisi Onabanjo University, Ago-Iwoye, Nigeria. Three instruments were utilized in this study: Emotional intelligence scale (EIS), General perceived self-efficacy scale (GPSS) and occupational stress scale (OSS). Data were collected and analyzed with Pearson Correlation and multiple regression. The result indicated that the two independent variables, when taken together, were effective in predicting occupational stress. Each of the variables contributed significantly to the prediction of occupational stress with self-efficacy making higher contribution to the prediction of occupational stress. On the basis of this finding, it is suggested that emotional intelligence programming and self-efficacy intervention techniques will benefit teachers immensely in coping with stress. This indicates the significance of self-efficacy in task involvement of students.

Abbas, Akber and Siddiqa (2012) conducted a study on the impact of emotion on self-efficacy among nursing staff in Pakistan. A sample 150 nursing staff were randomly selected from different parastatals. Data were collected with the use of questionnaire. For the data analysis, mean, standard deviation, correlation coefficient and ANOVA were used. The findings of the study revealed a statistically significant relationship between emotion and self-efficacy which implies that individuals can triumph over their frustration. Therefore, problem solving may relate to high self-efficacy.

Studies on Adjustment

Wilson (2003) in Mukwena, R. (2007) carried out a study on University adjustment among Zambian university students. The sample of the study consisted of (242) male and female students from the first year and (60) male and female students of fourth level students. The purpose of the study was to investigate adjustment techniques developed by university students in Zambia. Three research questions with corresponding hypotheses guided the study. The descriptive survey was adopted for the study. The main instrument for data collection was a structured 45-item questionnaire. The descriptive statistics of frequencies, mean and standard deviation were used to test the hypotheses at 0.05 level of significance.

The findings showed that there are problems in university adjustment due to the potentials and services of the university. This study is important to the present study because it is similar in the sense that the present study seek to investigate adjustment level of undergraduate students in South ñEast, Nigeria.

In a related study, Al-amayra (1988) carried out a study on óadjustment problems among university studentsô. The aim of the study was to find out adjustment problems due to college environment/living place or the economic domain, study domain, social domain, psychological domain and health domain. (582) male and female students at Yarmouk University formed the sample of the study. Four research questions and three null hypotheses guided the study. The mean was used to analyze the research questions while the t-test statistical analysis was used to test the null hypotheses of the study. The results of the study showed that the most adjustment problems among students were the economic domain, the study domain, social domain, psychological domain and health domain. Moreover, there were no differences in adjustment problems due to college or living place while there were

differences attributed to gender in the favor of males. The study is relevant because the findings revealed the influence of gender on adjustment which this present study seeks to investigate.

Charles and Rudolf (1990) carried out a study on adjustment patterns and psychological outcome in California adults. The purpose of the study was to find out whether the extent problem-focused adjustment methods and seeking social support were associated with favorable adjustment. Three research questions guided the study while one hypothesis was tested for the study. The design of the study was *ex-post-facto* design. It was correlated since it examined the relationship between problem-focused adjustment methods and seeking social support. The sample of the study was 400 adults made up of 200 male and 200 females. Data was collected by means of self- designed structured questionnaire. The data collected were analyzed using frequencies, percentages and Pearson product moment correlation statistics. The findings of the study revealed that there was significant relationship between problem-focused adjustment methods and seeking social support.

In another dimension, Balarebe (2008) conducted a study on relationships of positive adjustment strategy with stress and anxiety among university medical students. The study was guided by six research hypotheses. The stratified proportionate sampling technique was used in drawing respondents involved in the study. The researcher used 600 respondents comprising 350 male and 250 female medical students. Descriptive statistics of frequency and percentage distribution were used to analyze the demographic characteristics while the Pearson product moment correlation co-efficient was used to analyze the research hypotheses.

The finding of the study reveals that students who used positive adjustment strategies experienced significantly less relationship in social stress, academic stress and anxiety

compared to those who did not use much of the positive adjustment strategy. From the findings of this study, the researcher further recommended that newly admitted students to university should be trained in the effective use of positive adjustment strategies in the management of stress and anxiety in their daily lives. This should be part of a broad psychological counseling programme aimed at helping distressed and anxiety prone students. This study is relevant to the present study because it investigated adjustment strategy employed by medical student and revealed that positive adjustment strategy reduces anxiety level.

Studies on Students' Gender and Anxiety Level, Academic Self-efficacy Belief and Academic Adjustment.

Abdel-Khalek and Alansari (2004) investigated gender differences in anxiety among volunteer undergraduates recruited from 10 Arab countries; Kuwait, Saudi Arabia, Emirates, Oman, Egypt, Syria, Lebanon, Palestine, Jordan and Iraq using 3,064 sample. The purpose of the study was to find out whether anxiety problems were associated with gender among university students. Three research questions guided the study while one hypothesis was tested for the study. The design of the study was causal comparative design. The sample of the study was 1000 university students made up of 500 males and 500 females. Data was collected by means of self- designed structured questionnaire. The data collected were analyzed using frequencies, percentages and Pearson product moment correlation statistics.

It was found that females had higher mean anxiety scores than did their male counterparts in all 10 countries. However, significant differences were found in 7 out of the 10 countries. The salient gender differences were interpreted in the light of a socialization process; especially sex-typing and gender roles. The findings of this study are relevant to the

present study because it revealed the influence of gender which is a moderating variable in the present study.

Busch (1995) investigates gender differences regarding perceived self-efficacy and academic performance among college students in Britain. The purpose of the study was to find out differences in perceived self-efficacy and academic performance in marketing, organizational behavior, accounting, computing, mathematics and statistics among college students in business administration. Four null hypotheses guided the study. The researcher used 134 males and 116 females randomly selected from three colleges. Questionnaire was designed to elicit response from the selected students.

The findings of the study revealed that female students had significantly lower self-efficacy in computing and marketing and higher self-efficacy in statistics than male students. Except for statistics, where female students outperform their male counterparts, there were no significant gender differences in academic performance.

Momanyi, Ogoma and Bernard (2010) also in a similar study investigated gender differences in self-efficacy and academic performance in the science subjects namely: Biology, Chemistry and Physics among Form 2 secondary school students in Lugari District of Kenya using 230 students (129 female and 101 male). Six hypotheses were formulated for the study.

The results of the study showed that there was no significant difference between male and female in self-efficacy. However, there was a significant difference between male and female in academic performance in the sciences. There was also a significant relationship between the students' self-efficacy and academic performance in the science subjects.

Suliman and Menezzel (1999) investigated the adjustment degree among Sultan Qabous university students according to gender, achievement, residence and semester. In the study, 30 students were used from a provincial New Zealand city. Three research questions with corresponding hypotheses guided the study. Questionnaire was used as a major instrument to collect data for the study. Data collected were subjected to analyses using mean and Chi square statistics.

The result of the study showed that there is adjustment to university life in all domains except for the social domain and there are differences in the personal domain attributed to gender for the favor of males.

Leel (1993) conducted a study on the differences in adjustment to university life in King Faisal University in Saudi Arabia. The purpose of the study was to find out adjustment differences among university students according to gender, social and psychological status, major, residence, and college and study level. The study was guided by four research hypotheses. The stratified proportionate sampling technique was used in drawing respondents involved in the study. The researcher used 300 respondents comprising 150 male and 150 female Engineering students. Descriptive statistics of frequency and percentage distribution were used to analyze the demographic characteristics while the Cronbach Alpha was used to analyze the research hypotheses.

The findings showed that there were no significant statistical differences in the adjustment attributed to the study variables except for gender and residence.

Summary of Literature Review

The review explored experts' Opinions and research findings that relate to anxiety level as predictor of academic self-efficacy belief and academic adjustment. The review addressed the extent anxiety levels affects achievement in learning in the university from both conceptual and theoretical framework.

Conceptually, the review highlighted anxiety, self-efficacy, academic self-efficacy, academic adjustment and gender issues. The conceptual framework showed that anxiety level could be productive or counterproductive to students' self-efficacy belief and adjustment in the university depending on the extent.

Theoretically, the cognitive theory of anxiety and the social cognitive self-efficacy theory as they relate to the study were reviewed. The cognitive theory of Anxiety showed that when cognitive distortions and core beliefs are modified, behavioral change naturally follows. This forms the principal foundation for students' level of anxiety and consequently, self-efficacy belief system and academic adjustment. For this study, Ellis & Beck cognitive theory is very applicable to undergraduate students.

The social cognitive self-efficacy theory reviewed revealed that students' performance outcomes, vicarious experiences, verbal persuasion and physiological feedback will enhance their self-efficacy belief and consequently, promote a better academic adjustment system among students. The social cognitive theory is therefore relevant to this study.

The review of available literature has shown that there was no consensus among the scholars on the extent anxiety level predicts academic self-efficacy belief and academic

adjustment. Most of the studies centered on the influence of anxiety on self ñ efficacy among workers and not on university students. In addition, there appears to be a serious dearth of literature on anxiety level as predictor of academic self- efficacy belief and academic adjustment among undergraduate students in the area of study.

Bearing in mind the non-uniformity of the studies reviewed on anxiety level as predictor of academic self- efficacy belief , most of the studies were carried out in countries outside of Nigeria and since not much has been done on academic adjustment of undergraduate students in the area, there was a felt need by the researcher to carry out this investigation so as to fill this gap in anxiety level as predictor of academic self-efficacy belief and academic adjustment among undergraduate students in South-East, Nigeria.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the research method under the following headings: Research Design; Area of the study, Population of the study, Sample and sampling techniques, Instrument for data collection, Validation and reliability of the instrument, Procedure for data collection, and Method of data analysis.

Research Design

Ex-post-facto research design was used by the researcher. According to Nworgu (2015) ex-post-facto design seeks to establish cause-effect relationship where the researcher usually has no control over the variables of interest and therefore cannot manipulate them. This design is usually useful in educational research because it is a means of undertaking studies in which the independent variables among the subjects cannot be manipulated (Ali, 2006). This design is relevant to this present study because it will allow the researcher to proceed with the study by looking at only one rational variable at a time.

Area of the Study

The area covered in this study is South-East Nigeria. It is one of the six geopolitical zones in the country. South-East, Nigeria comprises Abia, Anambra, Ebonyi, Enugu and Imo states. At the time of this research work, there are five (5) Federal universities and five (5) State Universities.

The choice of south-East Nigeria as the area of this study was predicted on the fact that the area is educationally backward as compared to other southern zones in Nigeria

making undergraduate students in the area more vulnerable to emotional problems. Also, the choice of South-East stems from the perceived low academic self-efficacy belief and academic maladjustment among undergraduate students which could be as a result of high anxiety level.

Population of the Study

The population of the study was made up of 100 level and 400 level undergraduate students of Faculty of Education, Engineering and Sciences from Nnamdi Azikiwe University, Awka (UNIZIK) and Chukwuemeka Odumegwu Ojukwu University, Uli,(COOU) also, University of Nigeria, Nsukka (UNN) and Enugu State University of Science and Technology (ESUT).

The choice of 100 level and 400 level students was guided by the impression that the 100 level students are still fresh in the university while the 400 level students are at the final stage of their programme in the university. Hence the researcher assumes that comparing the anxiety level, academic self-efficacy belief and academic adjustment of these groups will be a good representation of undergraduate students. On the whole, there are a total of 14,178 undergraduate students in 100 and 400 levels in the faculties of Education, Engineering and Physical and Biological Sciences from the four selected universities. (See appendix A ñ page 70).

Sample and Sampling Techniques

The sample for this study according to Ali (2006) table of determining sample from a given population is 880. That is 5% of the population of the study. Ali recommended that when a population is large, the sample of the study should be between the ranges of 5-20%

A multi stage sampling technique was used for the study. These included simple random sampling, proportionate stratified random sampling and purposive sampling technique.

The first stage involved simple random sampling technique which was used to sample two states (Anambra and Enugu) out of the five states that made up the south East zone. Nworgu (2015), explained simple random sampling as a sampling technique where each element in the population has equal and independent chance of being included in the sample.

In the second stage, the researcher purposively sampled three faculties from the two federal and state universities in Anambra and Enugu respectively. Nworgu (2015) explained purposive sampling as a type of non-probability sampling technique, which is characterized by the use of judgment and deliberate effort by the researcher to obtain representative samples by including typical areas or groups in the sample.

In the third stage, proportionate stratified random sampling technique was used to draw up 5% of the sample from the population of the study based on population across course and gender. The sample formed the representation of the population obtained from the universities (See appendix B- page 71).

Instrument for Data Collection

Three instruments were developed for this research (see appendix D.- page 73)

Students Anxiety Level Questionnaire (SALQ) containing 20 items was developed specially for undergraduate students. The questionnaire is made up of Bio-data which is comprise of three variables namely; gender, faculty, and school type (Federal or State) while

the other part is made up of 20 questionnaire items. The instrument was developed with a guide from Zung Self-Rating Anxiety Scale (1971) and Hamilton Anxiety Rating scale (Hamilton, M. 1959). The instrument was structured using the 4 points scale (Likert, 1932) of A= Always; O = Often; S=Sometimes; N= Never to measure the extent at which the respondents agree or disagree with a statement. Each response was scored as thus; Always = 4; Often = 3; Sometimes = 2; Never = 1.

Studentsö Academic self-efficacy belief questionnaire (SASBQ) containing 20 items was developed to assess studentsö academic self-efficacy belief. The instrument was developed with a guide from: Guide for Constructing Self-efficacy Scale (Bandura, 2006), and General Self-efficacy scale (Schwarzer, & Jerusalem, 1995). It was also be structured using the 4 point scale of A= Always; O = Often; S=Sometimes; N= Never to measure the extent at which the respondents agree or disagree with a statement. Each response was scored as thus; Always = 4; Often = 3; Sometimes = 2; Never = 1.

Studentös academic adjustment strategy questionnaire (SAASQ) containing 20 items will be used to assess studentsö adjustment mechanisms and levels. The instrument was developed with a guide from Adjustment to college scale (Ali, 2003) and the college adjustment test (Pennebaker, 2013) was also structured using the 4 point scale (SA= Strongly Agree; A=Agree; D=Disagree; SD= Strongly Disagree) to measure the extent at which the respondents will agree or disagree with a statement. Each response was scored as thus; Strongly Agree = 4; Agree=3; Disagree=2; Strongly Disagree =1.

Validation of the Instrument

In order to know whether the instrument measured what it ought to measure, the copies of the three instruments designed for this study were face- validated by two experts in Educational Psychology and one expert from Measurement and Evaluation from the faculty of Education, University of Nigeria, Nsukka. The validates were required to scrutinize the instruments with regards to the response format, appropriateness of the items and language clarity especially as it relates to the research purpose, questions and hypothesis. Validates recommended that the response format for Anxiety and self-efficacy questionnaires should be changed from four point rating scale of strongly agreed, agreed, disagreed and strongly disagreed to a four point rating scale of Always, Often, Sometimes, and Never . Also, some items in the instruments were fine- tuned to measure the variables in the study appropriately while some items that were not suitable to the objective of the study were deleted.

Some items were modified and in some cases new ones were incorporated. Their comments, suggestions and corrections were used to modify the instrument for the supervisor's approval after which copies were produced. The researcher effected all the modifications and suggestions given by the validates.

Reliability of the Instrument

In order to establish the reliability of the instrument for the study, the researcher administered the validated instruments using 100 and 400 level students of University of Benin, Benin-city, outside the study area because it has almost same features with the study area. 50 copies of the questionnaire were administered to students who were eligible to respond to the instrument with the help of their Heads of Departments. The students filled

copies of the questionnaire and the researcher collected them immediately to minimize loss. The scores of students were collated and analyzed for internal consistency using Cronbach Alpha Statistics. The following reliability co-efficient were obtained: 0.81 alpha, 0.67 alpha and 0.88 alpha for anxiety level, academic self-efficacy belief and academic adjustment respectively. These were considered high enough to consider the instrument reliable for the study. (See appendix E- page 78).

Method of Data Collection

In view of the large sample and their different location, the distribution and collection of the questionnaire was done by hand delivery by the researcher with the help of twelve (12) research assistants. The research assistants were trained to understand some technical terms used in the questionnaires so as to properly assist the researcher in the distribution and collection of the questionnaires from the respondents in all the selected faculties. Three (3) research assistants were attached to a faculty in each of the sampled university

Method for Data Analysis

Mean and Standard Deviation was used to answer the research question 1 and research questions 2-5 was answered using Pearson's Product Moment Correlation Analysis. The null hypotheses of no significant differences in anxiety level, academic self-efficacy belief and academic adjustment system among undergraduate students based on gender, was tested using the t-test (t) of equality of mean and ANOVA, while Pearson's and multiple regression analysis was used to test hypothesis that seeks to find relationship between anxiety level, academic self-efficacy and academic adjustment was tested at 0.05 probability level.

A mean score of 2.50 and above was considered high for anxiety level, academic self-efficacy belief and academic adjustment. A mean score lower than 2.50 was considered low.(See appendix: F page 96).

CHAPTER FOUR

RESULTS

This chapter presents the results of data analysis based on data collected for the study. The presentation follows the sequence of the research questions and the null hypotheses that guided the study.

Research Question One

What is the anxiety level of undergraduate students in south-East, Nigeria?

Table 1: Mean Ratings and Standard Deviations of Respondents on the Anxiety Level of Undergraduate Students in south-East, Nigeria.

N = 151				
S/N	ITEMS	$\bar{x}$	SD	Dec
1	It is hard for me to keep my mind on anything	2.38	0.52	S
2	I get nervous when someone watches me work	3.12	0.51	O
3	I find it difficult to make decision	2.48	0.50	S
4	I avoid social functions and interaction	2.56	0.75	O
5	I develop headache when faced with challenging task	2.22	0.75	S
6	I feel I have to be the best in everything	3.11	0.54	O
7	I feel irritated when people get on my nerves	3.19	0.55	O
8	Others seems to do everything better than I can	2.36	0.65	S
9	I am unable to maintain healthy relationship	1.64	0.48	O
10	I get nervous when attending some lectures	2.42	0.53	O
11	I find it difficult doing the right things	1.52	0.50	O
12	It is hard for me to keep my mind on my school work	1.40	0.49	N
13	I have an overwhelming feeling that something dreadful is about to happen to me	1.42	0.49	N
14	I feel restless	1.50	0.50	S
15	I hardly have enough sleep at night	1.76	0.42	S
16	I overreact to noise, light and heat by complaining	1.42	0.49	N
17	My performance is poor on given a task to solve	1.81	0.67	S
18	I have problem making up my mind	2.13	0.59	S
19	I push forward unresolved conflicts	1.76	0.55	S
20	I misinterpret events and situations.	2.02	0.54	S
Cluster Mean		2.11	0.13	S

Key: O = Often, S = Sometimes, N = Never

The result in Table 1 showed the means and standard deviations of respondents on the anxiety level of undergraduate students in south-East, Nigeria. Result shows that items 2, 4, 6, 7 and 9-11 had mean ratings of 3.12, 2.56, 3.11, 3.19, 1.64, 2.42 and 1.52 with standard deviations of 0.51, 0.75, 0.54, 0.55, 0.48, 0.53 and 0.50 respectively. These mean ratings are within the range of 2.50 ñ 3.49 for 'often'. These mean that students often; get nervous when someone watches them work, avoid social functions and interaction, feel they have to be the best in everything, feel irritated when people get on their nerves, are unable to maintain healthy relationship, get nervous when attending some lectures and find it difficult doing the right things. The result of the study also showed that students sometimes; find it hard to keep their mind on anything, find it difficult to make decision, develop headache when faced with challenging task, seems to do everything better than they can, feel restless, hardly have enough sleep at night among others. The cluster mean value of 2.11 with a standard deviation of 0.13 showed that sometimes, the anxiety level of undergraduate students in south-East, Nigeria is low; this is because the overall mean rating is below 2.50 criterion level for high anxiety.

Research Question Two

To what extent does anxiety level predicts academic self-efficacy belief among undergraduate students in south-east Nigeria?

Table 2: Pearson's Product Moment Correlation Analysis of Anxiety Level and Self Efficacy Belief

Variable	$\bar{X}$	SD	N	R	R ²
Anxiety Level	2.11	0.13	151	0.66	0.44
Self-Efficacy Belief	2.85	0.19			

R² = coefficient of determination

To answer this research question, the scores from the responses of the respondents on anxiety level were correlated with their responses on self- efficacy belief. The result shows that the correlation coefficient obtained between anxiety level and self -efficacy belief was 0.66. This means that, there exist a direct but moderate positive relationship between anxiety level and self -efficacy belief. Table 2 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.66 was 0.44. This coefficient of determination (R^2) indicates that 44% of students' anxiety level predicts students' self- efficacy belief. In other words, 44% of students' self- efficacy belief is accounted for by their anxiety level. To test whether anxiety level will significantly predict self -efficacy belief of students, see hypothesis one.

Research Question Three

To what extent does anxiety level predicts academic adjustment among undergraduate students in south-east Nigeria?

Table 3: Pearson's Product Moment Correlation Analysis of Anxiety Level and Academic Adjustment

Variable	$\bar{X}$	SD	N	R	R^2
Anxiety Level	2.11	0.13	151	0.78	0.61
Academic Adjustment	2.95	0.16			

R^2 = coefficient of determination

To answer this research question, the scores from the responses of the respondents on anxiety level were correlated with their responses on academic adjustment. The result shows that the correlation coefficient obtained between anxiety level and academic adjustment was 0.78. This means that, there exist a positive relationship between anxiety level and academic adjustment. Table 3 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.78 was 0.61. This coefficient of determination (R^2) indicates that

61% of students' anxiety level predicts students' academic adjustment. In other words, 61% of students' academic adjustment is accounted for by their anxiety level. To test whether anxiety level will significantly predict academic adjustment of students, see hypothesis two.

Research Question Four

To what extent does anxiety level predicts academic self-efficacy belief of male and female undergraduate students?

Table 4: Pearson's Product Moment Correlation Analysis of Anxiety Level and Self Efficacy Belief of Male Students.

Variable	$\bar{X}$	SD	N	R	R^2
Anxiety Level	2.10	0.12	69	0.63	0.39
Self Efficacy Belief of Male	2.85	0.14			

R^2 = coefficient of determination

To answer this research question, the scores from the responses of the respondents on anxiety level of male students were correlated with their responses on self- efficacy belief. The result shows that the correlation coefficient obtained between anxiety level of male students and self -efficacy belief was 0.63. This means that, there exist a direct but moderate positive relationship between anxiety level of male students and their self- efficacy belief. Table 4 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.63 was 0.39. This coefficient of determination (R^2) indicates that 39% of students' anxiety level predicts male students' self- efficacy belief. In other words, 39% of male students' self- efficacy belief is accounted for by their anxiety level. To test whether anxiety level will significantly predict male students' self -efficacy belief, see hypothesis three.

Table 5: Pearson's Product Moment Correlation Analysis of Anxiety Level and Self Efficacy Belief of Female Students.

Variable	$\bar{X}$	SD	N	R	R ²
Anxiety Level	2.10	0.12	82	0.68	0.47
Self -Efficacy Belief of Female	2.87	0.11			

R² = coefficient of determination

To answer this research question, the scores from the responses of the respondents on anxiety level of female students were correlated with their responses on self- efficacy belief. The result shows that the correlation coefficient obtained between anxiety level of female students and self- efficacy belief was 0.68. This means that, there exist a direct but moderate positive relationship between anxiety level of female students and their self- efficacy belief. Table 5 also shows that, the coefficient of determination (R²) associated with the correlation coefficient of 0.68 was 0.47. This coefficient of determination (R²) indicates that 47% of students' anxiety level -predict female students' self- efficacy belief. In other words, 47% of female students self -efficacy belief is accounted for by their anxiety level. To test whether anxiety level will significantly predict female students' self -efficacy belief, see hypothesis three.

Research Question Five

To what extent does anxiety level predicts academic adjustment of male and female undergraduate students?

Table 6: Pearson's Product Moment Correlation Analysis of Anxiety Level and Academic Adjustment of Male Students

Variable	$\bar{X}$	SD	N	R	R ²
Anxiety Level	2.12	0.19	69	0.73	0.54
Academic Adjustment of Male	2.93	0.12			

R² = coefficient of determination

To answer this research question, the scores from the responses of the respondents on anxiety level of male students were correlated with their responses on academic adjustment. The result shows that the correlation coefficient obtained between anxiety level of male students and academic adjustment was 0.73. This means that, there exist a positive relationship between anxiety level of male students and their academic adjustment. Table 6 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.73 was 0.54. This coefficient of determination (R^2) indicates that 54% of students' anxiety level predicts male students' academic adjustment. In other words, 54% of male students' academic adjustment is accounted for by their anxiety level. To test whether anxiety level will significantly predict male students' academic adjustment, see hypothesis four.

Table 7: Pearson's Product Moment Correlation Analysis of Anxiety Level and Academic Adjustment of Female Students

Variable	$\bar{X}$	SD	N	r	R^2
Anxiety Level	2.13	0.19	82	0.41	0.16
Academic Adjustment of Female	2.96	0.13			

R^2 = coefficient of determination

To answer this research question, the scores from the responses of the respondents on anxiety level of female students were correlated with their responses on academic adjustment. The result shows that the correlation coefficient obtained between anxiety level of female students and academic adjustment was 0.41. This means that, there exist a positive relationship between anxiety level of female students and their academic adjustment. Table 7 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.41 was 0.16. This coefficient of determination (R^2) indicates that 16% of students' anxiety level predicts female students' academic adjustment. In other words, 16%

of female students' academic adjustment is accounted for by their anxiety level. To test whether anxiety level will significantly predict female students' academic adjustment, see hypothesis four.

Hypothesis 1

H₀₁: Anxiety level will not significantly predict academic self-efficacy belief among undergraduate students.

Table 8: Regression Analysis of Anxiety Level and Self-Efficacy Belief.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.466	1	2.466	115.61	0.00
Residual	3.178	149	0.021		
Total	5.644	150			

$\bar{U} = 0.05$

In order to test hypothesis 1 (H_{01}), Linear regression analysis was used. The result in Table 8 shows that an F-ratio of 115.61 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which stated that; anxiety level will not significantly predict academic self-efficacy belief among undergraduate students is therefore rejected. Inference drawn was that, anxiety level significantly predict academic self-efficacy belief among undergraduate students. In other words, anxiety level is a predictor of academic self-efficacy belief among undergraduate students.

Hypothesis 2

H₀₂: Anxiety level will not significantly predict academic self-efficacy belief among undergraduate students.

Table 9: Regression Analysis of Anxiety Level and Academic Adjustment.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.510	1	2.510	231.101	0.00
Residual	1.618	149	.011		
Total	4.128	150			

$\bar{U} = 0.05$

In order to test hypothesis 2 (H_{02}), Linear regression analysis was used. The result in Table 9 shows that an F-ratio of 231.10 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which stated that; anxiety level will not significantly predict academic self-efficacy belief among undergraduate students is therefore rejected. Inference drawn was that, anxiety level significantly predicts academic adjustment among undergraduate students. In other words, anxiety level is a significant predictor of academic adjustment of undergraduate students.

Hypothesis 3

H_{03} : Anxiety level will not significantly predict academic self-efficacy belief of male and female undergraduate students.

Table 10: Regression Analysis of Anxiety Level and Self Efficacy Belief of Male Students.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.040	1	1.040	43.749	0.00
Residual	1.593	67	0.024		
Total	2.632	68			

$\bar{U} = 0.05$

In order to test hypothesis 3 (H_{O3}) with reference to male students, Linear regression analysis was also used. The result in Table 10 shows that an F-ratio of 43.74 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. This means the null hypothesis is therefore rejected. Inference drawn was that, anxiety level significantly predicts academic self-efficacy belief of male undergraduate students. In other words, anxiety level is a significant predictor of male students' self-efficacy belief.

Table 11: Regression Analysis of Anxiety Level and Self Efficacy Belief of Female Students.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.423	1	1.423	71.83	0.00
Residual	1.585	80	0.020		
Total	3.008	81			

$\bar{U} = 0.05$

In order to test hypothesis 3 (H_{O3}) with reference to female students, Linear regression analysis was also used. The result in Table 11 shows that an F-ratio of 71.83 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. This means the null hypothesis is therefore rejected. Inference drawn was that, anxiety level significantly predict academic self-efficacy belief of female undergraduate students. With reference to hypothesis three, the result of the study therefore showed that anxiety level significantly predict academic self-efficacy belief of male and female undergraduate students.

Hypothesis 4

H₀₄: Anxiety level will not significantly predict academic adjustment among male and female undergraduate students.

Table 12: Regression Analysis of Anxiety Level and Academic Adjustment of Male Students.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.585	1	0.585	78.11	0.00
Residual	0.502	67	0.007		
Total	1.087	68			

$\bar{U} = 0.05$

In order to test hypothesis 4 (H₀₄), Linear regression analysis was used. The result in Table 12 shows that an F-ratio of 78.11 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis is therefore rejected. Inference drawn was that, anxiety level significantly predicts academic adjustment of male undergraduate students. In other words, anxiety level is a significant predictor of academic adjustment of male undergraduate students.

Table 13: Regression Analysis of Anxiety Level and Academic Adjustment of Female Students.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.491	1	0.491	15.70	0.00
Residual	2.502	80	0.031		
Total	2.993	81			

$\bar{U} = 0.05$

In order to test hypothesis 4 (H₀₄) with reference to female students, Linear regression analysis was used. The result in Table 13 shows that an F-ratio of 15.70 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to

be significant because 0.00 is less than 0.05. The null hypothesis is therefore rejected. Inference drawn was that, anxiety level significantly predicts academic adjustment of female undergraduate students. In other words, anxiety level is a significant predictor of academic adjustment of female undergraduate students. The result of the therefore showed that anxiety level significantly predicts academic adjustment among male and female undergraduate students.

Summary of the Results

This section of the chapter is a summary of the findings of the study according to each of the answered research and the tested hypotheses. From the data analysis and interpretation of the results, the following findings emerged;

1. The finding of the study showed that the anxiety level of undergraduate students in south-East, Nigeria is low; this is because the overall mean rating is below 2.50 criterion level for high anxiety.
2. The finding of the study showed that there exist a direct but moderate positive relationship between anxiety level and self-efficacy belief.
3. The result of the study showed that there was a positive relationship between anxiety level and academic adjustment.
4. The finding of the study showed that there exist a direct but moderate positive relationship between anxiety level of male students and their self- efficacy belief.
5. There exist a direct but moderate positive relationship between anxiety level of female students and their self-efficacy belief

6. There exist a positive relationship between anxiety level of male students and their academic adjustment.
7. The finding of the study showed that there exist a positive relationship between anxiety level of female students and their academic adjustment
8. The result of the study showed that anxiety level significantly predict academic self-efficacy belief among undergraduate students
9. The finding of the study showed that anxiety level is a significant predictor of academic adjustment of undergraduate students.
10. The result of the study showed that anxiety level significantly predicts academic self-efficacy belief of male undergraduate students.
11. The finding of the study showed that anxiety level significantly predicts academic self-efficacy belief of male and female undergraduate students.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION, IMPLICATIONS RECOMMENDATIONS AND SUMMARY.

In this chapter, the researcher discussed the results of data analysis based on the five research questions and four hypotheses that guided the study. The conclusion, implications of the study, recommendations, limitations of the study and suggestions for further research were also made.

Discussion of Results

Anxiety level of undergraduate students in south-East, Nigeria.

Respondents from both Federal and State Universities in the South-East, Nigeria indicated a moderate level of anxiety; this is because the overall mean rating is below 2.50 criterion level for high anxiety.

The extent anxiety level predicts academic self-efficacy belief among undergraduate students in South-East Nigeria.

Majority of the respondents agreed that there exist a direct but moderate positive relationship between anxiety level and self -efficacy belief.

This finding is in agreement with the views of Syeda, (2010), who observed that Anxiety emerged as a significant predictor of academic self-efficacy in high achievers and insignificant predictor in low achievers. The students who had overloaded anxiety engaged in healthy habits and resultantly greater motivation for studies that brought high scores among the high achievers and vice versa with low achievers.

However, the views of Segal, (2002) in Segal, (2008) disagreed with these findings because Segel's study revealed that an anxious learner is unable to make a meaningful and dynamic

organization and structuring of experiences through the perpetual field into a cognitive structure needed in learning. The finding also indicated that anxious students and complex subject matter combine to create a difficult learning environment. However, the researcher further suggested that it is important in teaching and learning that anxiety be consciously minimized while the development of positive self-concept be maximized for the attainment of educational goals.

The extent anxiety level predicts academic adjustment among undergraduate students in South-East, Nigeria.

The study has established through the opinion of majority of the respondents that there exist a positive relationship between anxiety level and academic adjustment. In other words, anxiety level is a significant predictor of academic adjustment of undergraduate students.

These findings further supports the study Al-amayra (1988) of who opined that among the reasons for adjustment problems in Universities is the psychological domain. (e.g. Anxiety).

Extent anxiety level predicts academic self-efficacy belief of male and female undergraduate students.

There was a consensus opinion among majority of the respondents that there exist a direct but moderate positive relationship between anxiety level of male students and their self- efficacy belief. The study revealed that female studentsö have higher anxiety level in relation to their academic self -efficacy belief. Inference drawn was that, anxiety level significantly predicts academic self-efficacy belief of male and female undergraduate students. In other words, anxiety level is a significant predictor of male and female studentsö self- efficacy belief.

These findings are consistent with Abdel-Khalek and Alansari (2004) who asserted that females had higher mean anxiety scores than did their male counterparts. However, the salient gender differences were interpreted in the light of a socialization process; especially sex-typing and gender roles.

Extent anxiety level predicts academic adjustment of male and female undergraduate students.

The respondents agreed that there exist a positive relationship between anxiety level of male students and their academic adjustment. The study revealed that male students have higher anxiety level in relation to their academic adjustment. Inference drawn was that, anxiety level significantly predicts academic adjustment belief of male and female undergraduate students. In other words, anxiety level is a significant predictor of male and female students' academic adjustment.

The findings are also in line with the views of Sulieman and Menezzel (1999), who reported that there is adjustment to university life in all domains except for the social domain and there are differences in the personal domain attributed to gender for the favor of males.

Conclusion

The following conclusions are drawn based on the findings of the study:

1. There exist a direct but moderate positive relationship between undergraduate students' anxiety level and their academic self-efficacy belief.
2. There exist a positive relationship between anxiety level and academic adjustment among undergraduate students in South-East, Nigeria.
3. There exist a direct but moderate positive relationship between anxiety level of male and female undergraduate students and their self-efficacy belief.

4. There exist a positive relationship between anxiety level of male and female undergraduate students and their academic adjustment.

Implications of the research findings

The findings of the study have far-reaching implications for students, teachers, university authorities, Psychologists, counsellors, policy makers and parents.

As regard the anxiety level of undergraduate students. The implication of these findings is that anxiety level could be productive or counterproductive depending on its extent. A moderate level of anxiety could enhance academic self- efficacy while a very high level could lead to disorder or maladjustment.

With regard to relationship between undergraduate students' anxiety level and their academic self -efficacy belief. The findings revealed that there exist a significant relationship between undergraduate students' anxiety level and their academic self -efficacy belief. This suggests that students self - efficacy belief is accounted for by their anxiety level.

On the extent anxiety level predicts academic adjustment among undergraduate students in south-east Nigeria, the finding revealed that, there exist a positive relationship between anxiety level and academic adjustment which implies that students' academic adjustment is accounted for by their anxiety level.

With regard to the extent anxiety level predicts academic self-efficacy based on gender. The finding indicates that there exist a direct but moderate positive relationship between anxiety level of male and female undergraduate students and their self -efficacy belief. The implication of this finding could be seen in differences in male and female students' anxiety level and academic self-efficacy belief.

On the extent anxiety level predicts academic adjustment of male and female undergraduate students. The implication of the findings is that male and female students' academic adjustment is accounted for by their anxiety level.

Recommendations

Based on the significant link between anxiety level, academic self-efficacy belief and academic adjustment as established in this study, it is highly recommended that educators and psychologists assess the existing levels of academic self-efficacy and adjustment in students. If lower levels are identified, then appropriate measure should be taken to help raise undergraduate students' self-efficacy and adjustment levels.

The primary factors that determine self-efficacy belief and adjustment such as mastery experiences, vicarious experiences, verbal persuasions and psychological and emotional states are prime targets which educators and psychologists should focus their attention.

Additional areas that can be addressed to help increase students self-efficacy belief would be goal getting and rewarding active learning. Finally, university teachers should be responsible to their students to enhance academic self-efficacy. Educators and psychologists should give continuous advice and develop techniques that will help lower anxiety; increase students self-efficacy belief and consequently boost academic adjustment among undergraduate students.

Limitations of the Study

This study was constrained by a number of factors.

In a correlational survey using ex-post-facto, information on data collected based solely on the opinion (perception) of the respondents could be misleading and may have affected the results of the study.

In some sampled universities the area, 100 level students were scared of collecting and filling the questionnaire, hence, it elongated the researchers stay in the affected university to further explain to them that it was a harmless educational research.

Only federal and state universities in the South-East, Nigeria were sampled. Private Universities exist in the zone but were not used.

Suggestions for Further Studies

Based on the findings and limitations of this study, the following are suggestions for further research:

1. Similar study could be replicated in federal and state universities in other geo-political zones of Nigeria for purposes of comparison and generalizations.
2. Studies could be done on anxiety level as predictor of academic self-efficacy and academic adjustment among undergraduate students of Federal, state and private universities in South East, Nigeria.
3. Studies could be carried out among secondary and primary school students to understand more the dangers of anxiety to academic self-efficacy and academic adjustment.
4. A replication of this study with enlarged moderating variables that will include age and parents socio-economic status.

5. Find out the extent anxiety level predicts academic self-efficacy belief and academic adjustment among undergraduate students in South-East Nigeria, not covered in the present study.

Summary of the Study

This study was motivated by the serious concerns expressed by the relevant stakeholder (university authorities, staff, parents and students) on the perceived influence of anxiety level as predictor of academic self-efficacy belief and academic adjustment among undergraduate students in South-East, Nigeria, which has manifested in students' academic performance in the Universities in the area.

The study focused mainly on finding out the extent anxiety level predicts academic self-efficacy belief and academic adjustment as well as the ways of minimizing the influence of anxiety on the academics of undergraduate students in South-East, Nigeria.

The study used the expo-factor survey design and was guided by five research questions and four hypotheses. A total of 4 universities, 2 Federal and 2 States, constituted the sample. 880 respondents, made up of 544 males and 336 females attained through proportionate stratified random sampling technique were used for the study. 3 instruments containing 20 items each titled Students Anxiety Level Questionnaire (SALQ), Students Academic Self-efficacy Belief Questionnaire (SASBQ) and Students Academic Adjustment Strategy Questionnaire (SAASQ) respectively were used to collect data.

The mean and Standard Deviation was used to answer research question 1 and Pearson Product Moment Correlation analysis was used to answer research question 2-5. Regression analysis was used to test the hypotheses at 0.05 level of significance.

The findings revealed among others that there exist a direct but moderate positive relationship between anxiety level academic self-efficacy belief and academic adjustment of male and female undergraduate students in South-East, Nigeria.

It was recommended among others, that educators and psychologists should give continuous advice and develop techniques that will help lower anxiety; increase students self-efficacy belief and consequently boost academic adjust among undergraduate students.

It was also suggested among others, that similar studies could be replicated in Federal and State Universities in other geo-political zones of Nigeria for purpose of comparisons and generalizations.

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APPENDIXES

Appendix A: Distribution of the population:

	Education				Engineering				Sciences				
	100L		400L		100L		400L		100L		400L		
University	M	F	M	F	M	F	M	F	M	F	M	F	Total
COOU	98	241	34	286	400	30	320	22	940	225	744	140	3480
ESUT	50	100	18	70	920	104	840	72	1055	268	924	199	4620
UNIZIK	45	146	22	72	642	26	501	7	444	320	390	140	2755
UNN	88	214	62	198	548	46	429	47	727	143	620	201	3323
Grand Total =													14,178

Source: office of the Deans of the faculties in the various universities. (January, 2016)

Appendix B: Sample Distribution for the Study

	Education				Engineering				Sciences				
	100L		400L		100L		400L		100L		400L		
University	M	F	M	F	M	F	M	F	M	F	M	F	Total
COOU	5	13	2	14	20	2	16	2	47	113	37	7	278
ESUT	3	5	2	4	46	5	42	4	53	13	46	10	233
UNIZIK	2	7	2	4	32	2	25	2	22	80	20	7	205
UNN	4	11	3	10	27	2	21	2	36	7	31	10	164
Grand Total =													880

Source: office of the Deans of the faculties in the various universities. (January, 2016)

APPENDIX C: Letter of Introduction to the Respondents

School of Postgraduate Studies
Department of Educational Foundations
University of Nigeria,
Nsukka.

1st April, 2016.

Dear Sir/Madam,

Anxiety Level as Predictor of Academic Self-efficacy Belief and Academic Adjustment among Undergraduate Students in South-East, Nigeria.

I am a postgraduate student of the department of Educational Foundations, University of Nigeria, Nsukka, undertaking a study on the topic stated above. The purpose of the study is to find out the extent anxiety level predicts academic self-efficacy belief and academic adjustment among undergraduate students in South-East, Nigeria.

The researcher is therefore soliciting for your cooperation towards making this work a success. I assure you that all information given in respect of this work will be used strictly for this research purpose and will also be treated in confidence.

Thanks for your anticipated cooperation.

Yours Sincerely,

Victor-Aigbodion, Vera

PG/M.ED/14/69483.

APPENDIX D: INSTRUMENTS

Section A: Bio-Data

Instruction: Indicate your responses by ticking (å) at the appropriate box.

Gender: M () F ()

Faculty: Education () Engineering () Sciences ()

School type: Federal () State ()

Section B: Student's Anxiety Level Questionnaire

This questionnaire measures Anxiety level in students. Below is a list of statements you will probably agree or disagree with. Please read carefully and indicate by ticking (å) to show the extent each statement describes your feelings.

S/N	Items	Always	Often	Sometimes	Never
1	It is hard for me to keep my mind on anything				
2	I get nervous when someone watches me work				
3	I find it difficult to make decision				
4	I avoid social functions and interaction				
5	I develop headache when faced with challenging task				
6	I feel I have to be the best in everything				
7	I feel irritated when people get on my nerves				
8	Others seems to do everything better than I can				
9	I am unable to maintain healthy relationship				

10	I get nervous when attending some lectures				
11	I find it difficult doing the right things				
12	It is hard for me to keep my mind on my school work				
13	I have an overwhelming feeling that something dreadful is about to happen to me				
14	I feel restless				
15	I hardly have enough sleep at night				
16	I overreact to noise, light and heat by complaining				
17	My performance is poor on given a task to solve				
18	I have problem making up my mind				
19	I push forward unresolved conflicts				
20	I misinterpret events and situations.				

Section C: Students' Academic Self-efficacy Belief Questionnaire

This questionnaire measures Academic self-efficacy which is your belief that you can handle situations so as to successfully attain your goals. Below is a list of statements you will probably agree or disagree with. Please read carefully and indicate by ticking (å) to show the extent each statement describes your feelings.

S/N	Items	Always	Often	Sometimes	Never
1	I remain calm when facing difficult academic task				
2	When I set academic targets for myself, I am confident I can achieve them				
3	If something looks too complicated, I will not even bother to try it				
4	I avoid trying to learn new things when they look difficulty to me				
5	Failure just makes me try harder				
6	I feel insecure about my ability to succeed in academic endeavors.				
7	When I make plans, I am certain I can execute them				
8	I believe I can cope with the demand of my course of study				
9	I have a lot of confidence in my ability to excel in my studies				
10	I believe I can make use of my study time wisely				

11	I keep trying to learn difficult things				
12	I give up easily in things I consider impossible to achieve				
13	When something doesn't work for me, I try another way				
14	I try to know what went wrong so that I can correct it				
15	I can withstand any difficult academic task				
16	I attend class late				
17	I find it difficult to cope with my studies				
18	I make sure I have enough time for study and leisure				
19	I know I can make it				
20	I am not sure my peers value me				

Section D: Academic Adjustment Questionnaire.

The following statements are designed to measure academic adjustment of undergraduate students. Please read carefully and indicate by ticking (å) to show the extent you agree or disagree with each statement.

Keys: SA= strongly agreed, A= Agreed, D= Disagreed, SD= strongly disagreed

S/N	Items	SA	A	SD	D
1	I feel more comfortable while am in the campus				
2	I attend lectures regularly				
3	I feel stressed and moody while am in the campus				
4	I meet many male and female students on campus and I seek their friendship				
5	I know why I am in the university				
6	I am not satisfied with my performance in the university				
7	My goals and aspirations in the university are clear				
8	I like applied courses				
9	I disagree with my colleagues and some scientific issues				
10	I enjoy sport, cultural and entertainment activities				
11	I visit the university library regularly				
12	I am convinced of the need of psychological services to guide undergraduate students in the university				
13	I depend on colleagues to solve some academic problems				
14	I enjoy writing notes during lectures				
15	I am satisfied with my course in this university				
16	Obtaining good grades is the most important thing to me in this university				
17	I face many troubles in doing my assignment alone				
18	I participate in conferences and workshops organized for students in the University				
19	I am having trouble coping with university stress				
20	I enjoy friendly relationship with my course mates.				

Appendix E: Reliability Test Result

[DataSet1] C:\Users\Mkpoikankeotu\Desktop\Works and materials\Data analysis\Vera reliability. sav

Scale: STUDENTS' ANXIETY LEVEL QUESTIONNAIRE

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.800	20

Item Statistics

	Mean	Std. Deviation	N
item1	3.6400	.63116	50
item2	3.7800	.46467	50
item3	3.4000	.67006	50

item4	3.6200	.49031	50
item5	3.6000	.69985	50
item6	3.3800	.83029	50
item7	3.4200	.64175	50
item8	3.3600	.48487	50
item9	3.2800	.49652	50
item10	3.2200	.64807	50
item11	3.3200	.68333	50
item12	3.3400	.68839	50
item13	3.5200	.54361	50
item14	3.1400	.57179	50
item15	3.3600	.48487	50
item16	3.7400	.44309	50
item17	3.4600	.88548	50
item18	3.3800	.90102	50
item19	3.9000	.36422	50
item20	3.1400	.85738	50

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.450	3.140	3.900	.760	1.242	.043	20
Item Variances	.413	.133	.812	.679	6.120	.042	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
item1	65.3600	32.194	.345	.	.798
item2	65.2200	35.114	-.049	.	.814
item3	65.6000	33.592	.131	.	.810
item4	65.3800	34.036	.137	.	.807
item5	65.4000	31.714	.362	.	.797
item6	65.6200	30.689	.400	.	.795
item7	65.5800	33.800	.114	.	.811
item8	65.6400	31.092	.691	.	.783
item9	65.7200	34.900	-.014	.	.813
item10	65.7800	30.665	.554	.	.786
item11	65.6800	29.569	.676	.	.778
item12	65.6600	28.760	.789	.	.770
item13	65.4800	32.255	.407	.	.795

item14	65.8600	30.531	.665	.	.781
item15	65.6400	31.092	.691	.	.783
item16	65.2600	32.319	.505	.	.792
item17	65.5400	30.090	.431	.	.793
item18	65.6200	30.281	.400	.	.796
item19	65.1000	35.561	-.146	.	.814
item20	65.8600	31.102	.337	.	.800

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
69.0000	35.061	5.92125	20

Scale: STUDENTS' ACADEMIC SELF-EFFICACY BELIEF

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.672	.648	20

Item Statistics

	Mean	Std. Deviation	N
item1	3.7600	.43142	50
item2	3.7600	.62466	50
item3	3.6000	.69985	50
item4	3.6800	.65278	50
item5	3.5400	.70595	50
item6	3.7600	.47638	50
item7	3.5200	.57994	50
item8	3.3000	.70711	50
Item9	3.5400	.54248	50
Item10	3.5000	.58029	50
Item11	3.5200	.64650	50
Item12	3.5000	.61445	50
Item13	3.4800	.64650	50
Item14	3.3600	.69282	50

Item15	3.0000	.67006	50
Item16	3.3800	.63535	50
Item17	3.2600	.87622	50
Item18	2.8800	.77301	50
Item19	3.6200	.49031	50
Item20	3.0800	.92229	50

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.452	2.880	3.760	.880	1.306	.061	20
Item Variances	.434	.186	.851	.664	4.570	.027	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
item1	65.2800	24.206	-.083	.	.685
item2	65.2800	22.900	.125	.	.673
item3	65.4400	24.007	-.067	.	.695
iteM4	65.3600	23.582	.005	.	.686
item5	65.5000	24.704	-.166	.	.706
item6	65.2800	23.961	-.032	.	.683

item7	65.5200	21.642	.382	.	.648
item8	65.7400	20.849	.417	.	.641
Item9	65.5000	21.031	.546	.	.634
Item10	65.5400	20.947	.519	.	.635
Item11	65.5200	20.500	.533	.	.630
Item12	65.5400	21.845	.316	.	.654
Item13	65.5600	21.313	.387	.	.646
Item14	65.6800	21.610	.303	.	.655
Item15	66.0400	23.141	.070	.	.680
Item16	65.6600	21.780	.313	.	.654
Item17	65.7800	19.604	.473	.	.629
Item18	66.1600	19.688	.547	.	.622
Item19	65.4200	24.412	-.127	.	.690
Item20	65.9600	19.672	.430	.	.635

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
69.0400	24.039	4.90298	20

Scale: STUDENTS' ACADEMIC ADJUSTMENT QUESTIONNAIRE

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.608	.600	20

Item Statistics

	Mean	Std. Deviation	N
item1	3.6400	.63116	50
item2	3.7800	.46467	50
item3	3.4000	.67006	50
item4	3.6200	.49031	50
item5	3.6000	.69985	50
item6	3.3800	.83029	50

item7	3.4200	.64175	50
item8	3.3600	.48487	50
item9	3.2800	.49652	50
Item10	3.2200	.64807	50
Item11	3.7400	.44309	50
Item12	3.7200	.45356	50
Item13	3.6400	.52528	50
Item14	3.0200	.14142	50
Item15	3.1200	.32826	50
Item16	3.0800	.27405	50
Item17	2.1600	.37033	50
Item18	2.4200	.75835	50
Item19	3.8400	.37033	50
Item20	3.0200	.65434	50

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.323	2.160	3.840	1.680	1.778	.193	20
Item Variances	.298	.020	.689	.669	34.469	.031	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item1	62.8200	12.355	.301	.	.581
Item2	62.6800	13.896	-.006	.	.620
Item3	63.0600	12.915	.151	.	.606
Item4	62.8400	13.402	.125	.	.606
Item5	62.8600	12.000	.330	.	.575
Item6	63.0800	12.116	.222	.	.597
Item7	63.0400	13.060	.133	.	.608
Item8	63.1000	12.092	.523	.	.556
Item9	63.1800	13.987	-.039	.	.625
Item10	63.2400	11.492	.496	.	.547
Item11	62.7200	12.981	.286	.	.587
Item12	62.7400	13.013	.266	.	.589
Item13	62.8200	12.804	.269	.	.587
Item14	63.4400	13.802	.255	.	.602
Item15	63.3400	13.372	.254	.	.594
Item16	63.3800	13.710	.150	.	.603
Item17	64.3000	12.908	.393	.	.580
Item18	64.0400	12.039	.280	.	.584
Item19	62.6200	15.547	-.546	.	.661
Item20	63.4400	12.088	.346	.	.573

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
66.4600	14.090	3.75369	20

Scale: OVERALL RELIABILITY**Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.865	60

Item Statistics

	Mean	Std. Deviation	N
item1	3.6400	.63116	50
item2	3.7800	.46467	50
item3	3.4000	.67006	50
item4	3.6200	.49031	50
item5	3.6000	.69985	50
item6	3.3800	.83029	50
item7	3.4200	.64175	50
item8	3.3600	.48487	50
item9	3.2800	.49652	50
item10	3.2200	.64807	50
item11	3.3200	.68333	50
item12	3.3400	.68839	50
item13	3.5200	.54361	50
item14	3.1400	.57179	50
item15	3.3600	.48487	50
item16	3.7400	.44309	50
item17	3.4600	.88548	50
item18	3.3800	.90102	50
item19	3.9000	.36422	50
item20	3.1400	.85738	50

item21	3.7600	.43142	50
item22	3.7600	.62466	50
item23	3.6000	.69985	50
item24	3.6800	.65278	50
item25	3.5400	.70595	50
item26	3.7600	.47638	50
item27	3.5200	.57994	50
item28	3.3000	.70711	50
item29	3.5400	.54248	50
item30	3.5000	.58029	50
item31	3.5200	.64650	50
item32	3.5000	.61445	50
item33	3.4800	.64650	50
item34	3.3600	.69282	50
item35	3.0000	.67006	50
item36	3.3800	.63535	50
item37	3.2600	.87622	50
item38	2.8800	.77301	50
item39	3.6200	.49031	50
item40	3.0800	.92229	50
item41	3.6400	.63116	50
item42	3.7800	.46467	50

item43	3.4000	.67006	50
item44	3.6200	.49031	50
item45	3.6000	.69985	50
item46	3.3800	.83029	50
item47	3.4200	.64175	50
item48	3.3600	.48487	50
item49	3.2800	.49652	50
item50	3.2200	.64807	50
item51	3.7400	.44309	50
item52	3.7200	.45356	50
item53	3.6400	.52528	50
item54	3.0200	.14142	50
item55	3.1200	.32826	50
item56	3.0800	.27405	50
item57	2.1600	.37033	50
item58	2.4200	.75835	50
item59	3.8400	.37033	50
item60	3.0200	.65434	50

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.408	2.160	3.900	1.740	1.806	.099	60
Item Variances	.382	.020	.851	.831	42.531	.036	60

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
item1	200.8600	161.796	.286	.	.876
item2	200.7200	166.573	.000	.	.879
item3	201.1000	164.092	.131	.	.878
item4	200.8800	164.965	.125	.	.878
item5	200.9000	160.990	.299	.	.876
item6	201.1200	155.781	.498	.	.872
item7	201.0800	164.565	.110	.	.878
item8	201.1400	158.041	.698	.	.871
item9	201.2200	166.012	.041	.	.878
item10	201.2800	157.063	.573	.	.872
item11	201.1800	155.620	.628	.	.871
item12	201.1600	154.056	.717	.	.869
item13	200.9800	159.734	.492	.	.873
item14	201.3600	157.051	.656	.	.871

item15	201.1400	158.041	.698	.	.871
item16	200.7600	160.064	.582	.	.873
item17	201.0400	153.794	.556	.	.871
item18	201.1200	155.087	.485	.	.872
item19	200.6000	167.224	-.061	.	.879
item20	201.3600	155.133	.511	.	.872
item21	200.7400	168.768	-.193	.	.880
item22	200.7400	166.604	-.013	.	.880
item23	200.9000	169.235	-.161	.	.883
item24	200.8200	168.518	-.127	.	.882
item25	200.9600	170.243	-.215	.	.883
item26	200.7400	167.502	-.077	.	.880
item27	200.9800	161.081	.365	.	.875
item28	201.2000	163.265	.167	.	.878
item29	200.9600	160.243	.455	.	.874
item30	201.0000	160.653	.394	.	.874
item31	200.9800	160.591	.353	.	.875
item32	201.0000	163.061	.213	.	.877
item33	201.0200	161.816	.277	.	.876
item34	201.1400	163.388	.165	.	.878
item35	201.5000	166.867	-.031	.	.880
item36	201.1200	154.883	.727	.	.870

item37	201.2400	153.288	.587	.	.870
item38	201.6200	150.404	.832	.	.866
item39	200.8800	164.965	.125	.	.878
item40	201.4200	147.514	.822	.	.865
item41	200.8600	161.796	.286	.	.876
item42	200.7200	166.573	.000	.	.879
item43	201.1000	164.092	.131	.	.878
item44	200.8800	164.965	.125	.	.878
item45	200.9000	160.990	.299	.	.876
item46	201.1200	155.781	.498	.	.872
item47	201.0800	164.565	.110	.	.878
item48	201.1400	158.041	.698	.	.871
item49	201.2200	166.012	.041	.	.878
item50	201.2800	157.063	.573	.	.872
item51	200.7600	160.064	.582	.	.873
item52	200.7800	160.134	.562	.	.873
item53	200.8600	161.470	.378	.	.875
item54	201.4800	166.255	.140	.	.877
item55	201.3800	166.077	.071	.	.878
item56	201.4200	166.371	.048	.	.878
item57	202.3400	164.515	.225	.	.877
item58	202.0800	163.749	.127	.	.879

item59	200.6600	169.331	-.278	.	.881
item60	201.4800	160.051	.381	.	.874

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
2.0450E2	166.786	12.91455	60

SUMMARY OF THE RELIABILITY TEST RESULT

SCALE	Alpha
Students' anxiety level questionnaire	0.805
Students' academic self-efficacy belief	0.672
Students' academic adjustment questionnaire	0.608
Overall reliability	0.877

APPENDIX F: RESULTS FOR DATA ANALYSIS

Descriptives

RESEARCH QUESTION ONE

Descriptive Statistics			
	N	Mean	Std. Deviation
Item 1	151	2.38	.527
Item 2	151	3.12	.515
Item 3	151	2.48	.501
Item 4	151	2.56	.754
Item 5	151	2.22	.756
Item 6	151	3.11	.543
Item 7	151	3.19	.559
Item 8	151	2.36	.658
Item 9	151	1.64	.483
Item 10	151	2.42	.534
Item 11	151	1.52	.501
Item 12	151	1.40	.492
Item 13	151	1.42	.495
Item 14	151	1.50	.502
Item 15	151	1.76	.428
Item 16	151	1.42	.495
Item 17	151	1.81	.670
Item 18	151	2.13	.592
Item 19	151	1.76	.550
Item 20	151	2.02	.547
Cluster A	151	2.109603	.1312396
Valid N (listwise)	151		

Regression

RESEARCH QUESTION TWO AND HYPOTHESIS ONE

Descriptive Statistics

	Mean	Std. Deviation	N
Self-Efficacy Belief	2.8599	.19397	151
Anxiety Level	2.109603	.1312396	151

Correlations

		Self-Efficacy Belief	Anxiety Level
Pearson Correlation	Self-Efficacy Belief	1.000	.661
	Anxiety Level	.661	1.000
Sig. (1-tailed)	Self-Efficacy Belief	.	.000
	Anxiety Level	.000	.
N	Self-Efficacy Belief	151	151
	Anxiety Level	151	151

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Anxiety Level ^b	.	Enter

a. Dependent Variable: Self-Efficacy Belief

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.661 ^a	.437	.433	.14604	.437	115.616	1	149	.000

a. Predictors: (Constant), Anxiety Level

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.466	1	2.466	115.616	.000 ^b
Residual	3.178	149	.021		
Total	5.644	150			

a. Dependent Variable: Self-Efficacy Belief

b. Predictors: (Constant), Anxiety Level

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.072	.192		.377	.706
Anxiety Level	.977	.091	.661	10.753	.000

a. Dependent Variable: Self-Efficacy Belief

Regression

RESEARCH QUESTION THREE AND HYPOTHESIS TWO

Descriptive Statistics

	Mean	Std. Deviation	N
Academic Adjustment	2.9457	.16588	151
Anxiety Level	2.109603	.1312396	151

Correlations

		Academic Adjustment	Anxiety Level
Pearson Correlation	Academic Adjustment	1.000	.780
	Anxiety Level	.780	1.000
Sig. (1-tailed)	Academic Adjustment	.	.000
	Anxiety Level	.000	.
N	Academic Adjustment	151	151
	Anxiety Level	151	151

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Anxiety Level ^b	.	Enter

a. Dependent Variable: Academic Adjustment

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.780 ^a	.608	.605	.10421	.608	231.101	1	149	.000

a. Predictors: (Constant), Anxiety Level

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.510	1	2.510	231.101	.000 ^b
	Residual	1.618	149	.011		
	Total	4.128	150			

a. Dependent Variable: Academic Adjustment

b. Predictors: (Constant), Anxiety Level

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.042	.137		.309	.758
	Anxiety Level	.986	.065	.780	15.202	.000

a. Dependent Variable: Academic Adjustment

Regression

RESEARCH QUESTION FOUR AND HYPOTHESIS THREE

Descriptive Statistics^a

	Mean	Std. Deviation	N
Self-Efficacy Belief	2.8513	.14397	69
Anxiety Level	2.102174	.1264431	69

a. Selecting only cases for which Gender = Male

Correlations^a

		Self-Efficacy Belief	Anxiety Level
Pearson Correlation	Self-Efficacy Belief	1.000	.629
	Anxiety Level	.629	1.000
Sig. (1-tailed)	Self-Efficacy Belief	.	.000
	Anxiety Level	.000	.
N	Self-Efficacy Belief	69	69
	Anxiety Level	69	69

a. Selecting only cases for which Gender = Male

Variables Entered/Removed^{a,b}

Model	Variables Entered	Variables Removed	Method
1	Anxiety Level ^c	.	Enter

a. Dependent Variable: Self-Efficacy Belief

b. Models are based only on cases for which Gender = Male

c. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	Gender = Male (Selected)				R Square Change	F Change	df1	df2	Sig. F Change
1	.629 ^a	.395	.386	.15417	.395	43.749	1	67	.000

a. Predictors: (Constant), Anxiety Level

ANOVA^{a,b}

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.040	1	1.040	43.749	.000 ^c
Residual	1.593	67	.024		
Total	2.632	68			

a. Dependent Variable: Self-Efficacy Belief

b. Selecting only cases for which Gender = Male

c. Predictors: (Constant), Anxiety Level

Coefficients^{a,b}

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.072	.311		.232	.817
Anxiety Level	.978	.148	.629	6.614	.000

a. Dependent Variable: Self-Efficacy Belief

b. Selecting only cases for which Gender = Male

Regression

Descriptive Statistics^a

	Mean	Std. Deviation	N
Self-Efficacy Belief	2.8714	.11193	82
Anxiety Level	2.115854	.1356006	82

a. Selecting only cases for which Gender = Female

Correlations^a

		Self-Efficacy Belief	Anxiety Level
Pearson Correlation	Self-Efficacy Belief	1.000	.688
	Anxiety Level	.688	1.000
Sig. (1-tailed)	Self-Efficacy Belief	.	.000
	Anxiety Level	.000	.
N	Self-Efficacy Belief	82	82
	Anxiety Level	82	82

a. Selecting only cases for which Gender = Female

Variables Entered/Removed^{a,b}

Model	Variables Entered	Variables Removed	Method
1	Anxiety Level ^c	.	Enter

a. Dependent Variable: Self-Efficacy Belief

b. Models are based only on cases for which Gender = Female

c. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	Gender = Female (Selected)				R Square Change	F Change	df1	df2	Sig. F Change
1	.688 ^a	.473	.467	.14075	.473	71.839	1	80	.000

a. Predictors: (Constant), Anxiety Level

ANOVA^{a,b}

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.423	1	1.423	71.839	.000 ^c
Residual	1.585	80	.020		
Total	3.008	81			

a. Dependent Variable: Self-Efficacy Belief

b. Selecting only cases for which Gender = Female

c. Predictors: (Constant), Anxiety Level

Coefficients^{a,b}

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.070	.245		.285	.777
Anxiety Level	.977	.115	.688	8.476	.000

a. Dependent Variable: Self-Efficacy Belief

b. Selecting only cases for which Gender = Female

Regression

RESEARCH FIVE AND HYPOTHESIS FOUR

Descriptive Statistics^a

	Mean	Std. Deviation	N
Academic Adjustment	2.9310	.12644	69
Anxiety Level	2.125362	.1971531	69

a. Selecting only cases for which Gender = Male

Correlations^a

		Academic Adjustment	Anxiety Level
Pearson Correlation	Academic Adjustment	1.000	.734
	Anxiety Level	.734	1.000
Sig. (1-tailed)	Academic Adjustment	.	.000
	Anxiety Level	.000	.
N	Academic Adjustment	69	69
	Anxiety Level	69	69

a. Selecting only cases for which Gender = Male

Variables Entered/Removed^{a,b}

Model	Variables Entered	Variables Removed	Method
1	Anxiety Level ^c	.	Enter

a. Dependent Variable: Academic Adjustment

b. Models are based only on cases for which Gender = Male

c. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	Gender = Male (Selected)				R Square Change	F Change	df1	df2	Sig. F Change
1	.734 ^a	.538	.531	.08656	.538	78.111	1	67	.000

a. Predictors: (Constant), Anxiety Level

ANOVA^{a,b}

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.585	1	.585	78.111	.000 ^c
Residual	.502	67	.007		
Total	1.087	68			

a. Dependent Variable: Academic Adjustment

b. Selecting only cases for which Gender = Male

c. Predictors: (Constant), Anxiety Level

Coefficients^{a,b}

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.102	.114		9.699	.000
1 Anxiety Level	.471	.053	.734	8.838	.000

a. Dependent Variable: Academic Adjustment

b. Selecting only cases for which Gender = Male

Regression

Descriptive Statistics^a

	Mean	Std. Deviation	N
Academic Adjustment	2.9614	.13922	82
Anxiety Level	2.139634	.1917653	82

a. Selecting only cases for which Gender = Female

Correlations^a

		Academic Adjustment	Anxiety Level
Pearson Correlation	Academic Adjustment	1.000	.405
	Anxiety Level	.405	1.000
Sig. (1-tailed)	Academic Adjustment	.	.000
	Anxiety Level	.000	.
N	Academic Adjustment	82	82
	Anxiety Level	82	82

a. Selecting only cases for which Gender = Female

Variables Entered/Removed^{a,b}

Model	Variables Entered	Variables Removed	Method
1	Anxiety Level ^c	.	Enter

a. Dependent Variable: Academic Adjustment

b. Models are based only on cases for which Gender = Female

c. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	Gender = Female (Selected)				R Square Change	F Change	df1	df2	Sig. F Change
1	.405 ^a	.164	.154	.17683	.164	15.709	1	80	.000

a. Predictors: (Constant), Anxiety Level

ANOVA^{a,b}

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.491	1	.491	15.709	.000 ^c
Residual	2.502	80	.031		
Total	2.993	81			

a. Dependent Variable: Academic Adjustment

b. Selecting only cases for which Gender = Female

c. Predictors: (Constant), Anxiety Level

Coefficients^{a,b}

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.269	.220		5.765	.000
Anxiety Level	.406	.102	.405	3.964	.000

a. Dependent Variable: Academic Adjustment

b. Selecting only cases for which Gender = Female