



## **Examination Anxiety Among Secondary School Students: The Role of Study Habit.**

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### **ABSTRACT**

This study investigated the role of study habit as predictor of examination anxiety among secondary school students. Three research questions were raised and answered, and three hypotheses were formulated and tested. For the study, a correlational research strategy was chosen. 15,793 students from all of the public secondary schools in Delta Central senatorial district during the 2022/2023 academic year make up the study's population. 408 SS II pupils that were chosen from 23 secondary schools in Delta Central Senatorial District make up the sample. The main instruments used for data collection was a questionnaire titled "Study habit and Examination Anxiety Questionnaire (SHEAQ)". The face validity of the instrument was determined by three (3) experts in Guidance and Counselling Department. To determine the content and construct validity, the instrument was administered to 50 students from Delta South Senatorial District and the data obtained was subject to factor analysis. The reliability of each scale that makes up the SESHQ was also determined using Cronbach Alpha statistical procedures. The reliability coefficient value of 0.83 for study habit scale and 0.71 for Examination Anxiety. Two trained research assistants helped the researcher in the distribution of the questionnaire used for data collection from the various sampled secondary schools. The data collected were analyzed using simple correlation and Regression at 0.05 level of significance. The findings indicate that: there is a significant correlation between study habits and examination anxiety among secondary school students; Sex does not significantly moderate the correlation between study habits and examination anxiety among secondary school students and Location significantly moderate the correlation between study habits and examination anxiety among secondary school students. Based on the findings of this study, the following recommendations were made among others; since it was affirmed that study habit produce a positive influence on examination anxiety of secondary school students, school administrators should devote more resources to help students enhance their study habit irrespective of sex.

**Keywords:** Examination, Anxiety, Study Habit, Sex, Location

### **Introduction**

In every educational setting, examination anxiety is a problem that affects students, and educational psychologists are concerned that it can impede their ability to facilitate effective learning and reach high academic standards. Supporting these claims, educational researchers and academicians like Cheong & Yee, (2019) observed that typically a student's academic journey entails several evaluative circumstances aimed at determining students learning and the general quality of education which however trigger anxiety. In line with this assertion, Olayanju, (2017) noted that in today's competitive academic environment, tests and examinations are not only endemic at all levels of education but have been considered as central and crucial tools for decision making in today's competitive society. In essence, tests and examination are unavoidable and ubiquitous in students' academic life.

Based on the previous remarks, it can be inferred that students in all academic settings would inevitably experience examination anxiety because anxiety will surface and worsen when tests and exams are given. regarded as a multifaceted issue that includes anxiety, emotionality, and behavioural reactions to being consumed by the prospect of receiving poor grades According to Oruche (2015), tension, apprehension, anxiousness, and worry that are felt subjectively and are linked to an activation of the autonomic nervous system are also related to test anxiety. According to the aforementioned definitions, examination anxiety can be defined as a student's own manifestation of worry related to an examination, or as the sensation of concern they exhibit because they believe an examination will result in something bad. Examination anxiety is defined in this study as each person's unique manifestation of worry related to test results. Exam anxiety is a common occurrence in all academic pursuits, consequently it is obvious that it cannot be completely eliminated. However, it can be effectively handled to prevent negative consequences.

However, in every year students in secondary schools take part in examination at least three times in a school session. The examination periods are seen as the hallmark of every term, it is the stage at which students become more focused on their academic work. However, during this period, some students tend to fall sick and some feel depressed, coupled with the fact that students perceive examinations as a critical period in the school calendar and are considerably pressurized to the extent that they experience high levels of stress, nervousness and apprehension while taking such examinations (Olaitan & Moroluyo, 2018). This situation has resulted in some students ultimately missing examination. This situation seems to be prevalent in secondary

schools in Delta State and in Delta Central Senatorial District in particular where students tend to visit the health centres more during examination periods. For example, at the Delta State University secondary school, the researcher observed that many students fell sick during examination, many students fell sick and visited the University health facility most times getting admitted, a most likely indicator of examination anxiety. Examination anxiety has also manifested oftentimes in students experiencing mental block outs wherein they tend to forget basic concepts and spellings, feel sweaty and shaky, experience increased heartbeats and pulse rates that may affect anxieties depending on the magnitude of the anxiety and interventions made by teachers and counsellors.

Examination anxiety, also known as test anxiety in academic literature, is a feeling of unease or trepidation that is experienced prior to, during, and following an examination due to worry, anxiety, or fear of uncertainty. Zeidner (2018) defined examination anxiety as a collection of phenomenological, physiological, and behavioural reactions that go along with worries about potential failure or negative outcomes in an examination or other similar evaluative situation. It's a sensation that someone could experience while under extreme pressure to do well or when anxiety is a significant factor. According to Birjandi and Alemi (2019), exam anxiety is not always a bad thing. In fact, a small amount of exam anxiety is normal and even necessary for students to maintain focus and to motivate them to take action by planning, organising, and refining strategies that will ensure maximum success in the exams. Students must be inspired and assisted in maintaining their physical and mental awareness. Examination anxiety is typified by a lack of capacity to concentrate or remember things, a tense mood, and trouble reading and understanding simple passages or instructions. Students who experience examination anxiety during an examination have been reported to feel tense and to worry about a possible negative outcome (Gierl & Rogers, 2022). It is typical to feel a little uneasy and tight, as well as to be mildly to moderately stressed out about an impending exam.

On the other hand, Examination anxiety declines as arousal or anxiety levels go beyond that ideal range. When anxiety reaches a serious level, some students actually struggle with their exam anxieties. During an exam, they suffer from sudden disabilities related to anxiety, such as blank minds, trembling, numb hands, and other symptoms. Students' exam anxiety is a result of the educational goal they have attained. In an interview setting when performance is highly valued and there is a noticeable sense of pressure to perform well, some job seekers find it difficult to even recall their own names (Putwain et al, 2018). Anxiety is what causes students to perspire copiously, stammer and become unintelligible at times, and occasionally come close to collapsing during a project, seminar, or dissertation—possibly because of the daunting audience they are in front of.

Examination anxiety is a cognitive disorder that causes people to feel tremendous tension, phobias, discomforts, and unreasonable fear either before or during a test, according to Sindln (2015). According to Cassidy's (2016) theory, trait anxiety—which causes pupils to feel more stressed in a variety of situations—distinguishes generalised anxiety disorders from exam anxiety. Exam anxiety, on the other hand, is a condition that causes students to feel more anxious than normal, especially when it comes to exams. Moderate to severe anxiety are the signs of examination anxiety. Numerous elements have been identified in the literature as the causes of students' examination anxiety. They consist of personal elements including location, sex, and habit. It would be important to determine the degree to which these unique factors—such as location, sex, and study habits—contribute to examination anxiety in students attending secondary schools in the Delta Central Senatorial District.

Study habits are a major factor that can influence exam anxiety. Fielden (2015) argues that students with strong study habits are more likely to reflect critically on their performance on tasks that require them to select, analyse, critique, and synthesise information. Study habits refer to the practices and behaviors adopted by individuals to improve their efficiency and effectiveness in learning or acquiring knowledge. These habits play a crucial role in enhancing the academic performance and overall success of students. Good study habits involve creating a conducive study environment, developing effective time management strategies, and maintaining a positive attitude towards learning. By adopting good study habits, students can improve their ability to retain information, enhance critical thinking, and achieve their academic goals. Creating a conducive study environment means finding a place or area that is free from distractions and interruptions. It should be well-lit, quiet, and equipped with all necessary study materials. Creating a favorable study environment helps individuals stay focused and motivated while learning. This is true for students of all ages. Study habits, according to Numan and Hasan (2017), are the methods a student uses on their own time to study in order to fully comprehend the material. They also refer to it as learning strategies that students employ on their own. Effective study habits essentially help students master the material they have learned and ensure that they have less anxiety during tests. According to Congos (2019), the concepts of study skills and study habits are interchangeable. He discussed the six aspects of study skills, which include reading textbooks, memorising information, managing time, taking notes, getting ready for tests, and focusing. Ayesha and Khurshid (2018) found that good time management, which includes scheduling studies, creating study schedules, and making the most of one's time, is a crucial part of good study habits that can reduce anxiety.

Studying for extended periods of time while becoming distracted does not constitute wise time management. Since concentration is the capacity to pay attention and eschew distractions during study sessions, it is also a crucial component of good study practices. Taking notes requires more than just writing down the lecture; it also requires paying attention and having good listening skills. In this sense, study habits also include methods for memorization of the content that has been learned. Effective textbook reading, according to Alutu (2017), involves more than just reading the text; it also entails understanding the content by formulating themes and important concepts. As a result, it is impossible to ignore the connections between study habits, exam anxiety, and self-esteem. This is due to the fact that a student's good study habits and self-worth greatly influence how their life turns out. It's a common misconception that students with strong study habits will be more successful in overcoming exam anxiety than those with weak study habits.

There are other elements including location and sex that have been found to have an equal impact on students' exam anxiety. One of the most frequently mentioned variables that has a significant impact on students' exam anxiety is sex. According to Udousoro (2018), sex is a biological trait that distinguishes males and females. Sex has a significant impact on students' interest in subjects and career choices. He characterized the characteristics of the males as being fearless, timid, soft, dull, subservient, and expressive, while the females are bold, aggressive, tactful, and sparing with words. Because

of this, Umoh (2018) claimed that while women are typically viewed as feminine in their natural environments, men are typically assigned to more challenging tasks. In support of this, Okeke (2018) proposed that male students are more likely to enrol in challenging courses like physics and social science at school, whereas female students choose careers that will not interfere with their chances of getting married, having children, or fulfilling their marital duties.

The distinction between male and female undergraduate students is referred to as "sex." Females experience higher levels of overall examination anxiety than males, according to research on gender differences in exam anxiety (Fabunimi, 2015). According to Okeke (2018), the reason behind gender-based variations in exam anxiety is that while both genders experience similar degrees of test anxiety, females experience higher levels of anxiety. Udousoro (2018) deduced from his research that the gender gap in scholastic ability accounts for the variation in male and female examination anxiety ratings. Examination anxiety affects both male and female students, as is clear from the reasoning presented above and the findings of the research. Researchers consider examination anxiety to be at least a bi-dimensional construct with emotive and cognitive components as a result of the variety of consequences it might have (Alutu, 2017).

Location of school is another factor that may also influence examination anxiety. Ezeudu (2019) used the terms "urban" and "rural" schools when defining school location. Akpan (2018) identified schools in metropolitan regions to have the infrastructure, more teachers, access to power and water supply while rural places have low populations, a subsistence lifestyle, are monotonous and are burdensome. Urban areas are those with high population densities, high variety and beauty. Numerous studies have examined the connection between student's examination anxiety and school location. For instance, Ogunleye and Adepoju (2017) discovered that students in urban schools have low examination anxiety than their counterparts in rural schools thus indicating that examination anxiety of students in urban and rural settings differ significantly. Adesoji and Olatunbosun (2018) also noted that location could impact on student preparation for examination which may lead to fear for examination that may result to examination anxiety. Onah (2019) also asserted that urban schools have more self-esteem and available instructional materials to study than student rural schools and these may also result to examination in rural school. This study therefore seeks to ascertain if study habits play role in examination anxiety of secondary school students in Delta Central Senatorial District of Delta State.

### ***Statement of the Problem***

Education is highly valued in Nigerian society since it is seen as the main path to the country's prosperity. But in order to improve performance and therefore help the country's technical growth, students enrolled in the citadel of learning must actively participate in academic activities. Only then can this be accomplished. Exam anxiety seems to be a concern for secondary school students in Delta Central Senatorial District, Delta State, notwithstanding the excellent values that are associated with learning outcomes. Personal observation revealed some students have poor study habits such as procrastination, poor note taking, poor time management, not completing assignments and studying in inappropriate environmental conditions. The researcher also observed that some students don't review their study notes except during examinations or when preparing for a test, some are distracted by watching television, listening to loud music and social networks due to excessive internet addiction. This poor reading habits result to poor and deteriorating understanding and retention of knowledge among students which can adversely result to examination anxiety. The problem of this study, is to ascertain how study habit and examination anxiety relate to secondary school students in Delta State's Delta Central Senatorial District.

### ***Research Questions***

The following research questions have thus been raised to guide the study:

1. Is there any correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District?
- 2 To what extent does location moderate the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District?
- 3 To what extent does location moderate the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District?

### ***Hypotheses***

The following hypotheses have been formulated to guide the study:

1. There is no significant correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District.
2. Sex does not significantly moderate the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District.
3. Location does not significantly moderate the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District.

### ***Purpose of the study***

The purpose of this study is to investigate study habits and examination anxiety among secondary school students in Delta Central Senatorial District. Specifically, the study seeks to:

1. Investigate the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District
2. Examine the extent to which sex moderates the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District.
3. Assess the extent to which location moderates the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District.

### ***Research Methods***

The design to be adopted for this study is the correlational research design. Correlational was used because it would allow for the investigation of study habits and its correlation with examination anxiety. The study encompasses a population of 15,793 Senior Secondary School Two (SSII) students in the Delta Central Senatorial District, comprising 7,873 males and 7,920 females.

The study comprises a sample of 408 students selected from 48 secondary schools in four randomly chosen Local Government Areas. Each Local Government Area contributes two schools to the sample, resulting in a total of eight senior secondary schools included in the study. In the selection of local governments, schools, and classes, two sampling techniques were used as follows. The instrument for data collection was a questionnaire titled: "Study Habits and Examination Anxiety Questionnaire" (SHEAQ). The questionnaire was subdivided into two sections; Section A was designed to collect respondents' personal data such as; name of school, gender (male or female) and location while section B comprises of two subscales which are "study habit scale"(SHS) and 'examination anxiety scale"(EAS). The "Study Habit Scale" (SHS) which consist of 20 items was adapted from Shah (2004). The response format in the original scale was reduced from the five point Likert type rating scale to a four point Likert type rating scale of Strongly Agree (4) Agree (3) Strongly Disagree (2), Disagree (1) The "examination anxiety Scale"(EAS) which consist of 20 items was adapted from Byno, (2016), the response format for examination anxiety scale was based on a four point Likert type rating scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The validity of the instrument was established by the researcher's supervisor and two other experts in the Guidance and Counselling Department of the Delta State University, Abraka. These experts were requested to assess the instrument for appropriateness and suitability to the study, and their suggestions were effected for correction(s). The content and construct validation of the instrument was done using Factor Analysis. The instrument was administered to 50 secondary school students from Delta North Senatorial District and the data obtained were subjected to factor Analysis. The content and construct validity of the instrument "Study Habits and Examination Anxiety Questionnaire" (SHEAQ) were estimated using multivariate factor Analysis. The Principal Component Analysis (PCA) was used for processing the data. The Varimax Kaiser Normalization extraction method was also utilized in estimating the content and construct validity.

The content validity of each of the scales was shown by the total Cumulative variance of all the items. For instance, the "Study Habit Scale" (SHS) has total Cumulative variance of all the items as 80.86 %. The result in indicated that all the 20 items in SHS covered up 80.86% of the domain of SHS variable with a total of unexplained variance as 19.14%. The "Examination Anxiety scale" (EAS) has a total Cumulative variance of all the items as 79.81 %. The PCA result in showed that all the 15 items that made up the SES covered up 79.81% of the domain of SES variable with a total of unexplained variance as 20.19%. The unexplained variances in all the scales were altogether very minimal. Hence the instruments used in this study were valid and appropriate for the study. The construct validity was estimated with the rotated factor loadings matrix. Items that measured study habit in the SHEAQ has rotated factor loadings matrix which ranged between .42 and .88. Since the rotated factor loading matrixes of all the items is greater than .40 the instrument was considered construct valid. The variables will contribute much to measuring the underlying factors which is examination anxiety. The Cronbach Alpha was applied for the computation of the reliability coefficient of the three subscales of the instrument. The internal consistency reliability coefficient for the two subscales was for study habit scale and 0.71 for Examination Anxiety scale indicating that instrument was quite reliable for the study The questionnaire was administered to secondary school students directly by the researcher with the help of two research assistants, who properly sensitized and trained on the purpose and nature of the study. The questionnaire was retrieved immediately, at the end of the exercise. All the research questions were answered using the Pearson's Product Moment Correlation Coefficient of determination while the hypotheses were tested using linear and multiple linear regression. The PPMC helped to determine the relationship that exists between the dependent and the independent variables. All hypotheses were tested at 0.05 level of significance.

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## **RESULTS AND DISCUSSION**

### **Research Questions One**

. Is there any correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District?

To answer research question one, simple correlation analysis was computed. The result of analysis is presented in Table 3.

**Table 1: PPMC correlation and coefficient of determination Study habit and Examination anxiety**

Variables	N	r	r <sup>2</sup>	Adjusted r <sup>2</sup>	Remark
Study habit	408	.562	.316	.314	Positive correlation
Examination anxiety					

Table 1 summarized the simple PPMC correlation and coefficient of determination study habit and examination anxiety among secondary school students in Delta Central Senatorial District. The correlation results ( $r=0.562$ ) indicated a positive correlation between study habit and examination anxiety among secondary school students in Delta Central Senatorial District. Thus, it was concluded that there is a correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District? The  $r^2$  adjusted value of .314 constitutes 31.4% of the variance accounted for by examination anxiety.

### Research Questions two

2 To what extent does location moderate the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District?

**Table 2: Multiple correlation and coefficient of determination moderating impact of sex on the relationship between study habit and examination anxiety among secondary school students in Delta Central Senatorial District**

Variables	N	R	r <sup>2</sup>	Adjusted r <sup>2</sup>	Remark
Sex	408	.097	.009	.007	positive correlation
Study hobbit					
Examination anxiety					

Table 2 summarized the Multiple correlation and coefficient of determination moderating impact of sex on the relationship between study habit and examination anxiety among secondary school students in Delta Central Senatorial District. The correlation results ( $r=0.097$ ) indicated a positive moderating impact of sex on the relationship between study habit and examination anxiety among secondary school students in Delta Central Senatorial District. Thus, it was concluded that the what extent does location moderate the correlation between study habits and examination anxiety. The  $r^2$  adjusted value of .007 indicates that sex moderated the correlation between study habits and examination anxiety among secondary school students by 0.7%.

### Research Questions three

To what extent does location moderate the correlation between study habits and examination anxiety among secondary school students?

**Table 3: Multiple correlation and coefficient of determination of the moderating impact of Location and Study Habit on Examination anxiety**

Variables	N	R	r <sup>2</sup>	Adjusted r <sup>2</sup>	Remark
Location	408	.894	.799	.798	Positive correlation
Study habit					
Examination anxiety					

Table 3 summarized the multiple correlation and coefficient of the extent to which location moderate the correlation between study habits and examination anxiety among secondary school students. The correlation results ( $r=0.56$ ) indicated location positively moderate the correlation between study habits and examination anxiety among secondary school students to a high extent. Thus, it was concluded that there is a positive moderating impact of location and examination anxiety among secondary school students in Delta Central Senatorial District. The  $r^2$  adjusted value of .798 indicates that location moderate the correlation between study habits and examination anxiety among secondary school students by 79.8%.

**Hypothesis One:** There is no significant correlation between study habits and examination anxiety among secondary school students.

**Table 4: Summary of Linear Regression Analysis of the correlation between study habits and examination anxiety among secondary school students.**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	99.338	1	99.338	168742	.000 <sup>b</sup>
Residual	215.463	405	.589		
Total	314.802	406			

Table 4 shows a linear regression analysis of correlation between study habits and examination anxiety among secondary school students. The calculated  $F=168.742$ , with  $df(1, 405)$  and  $p$ -value of 0.000. The  $p$ -value is less than 0.05 level of significance. Thus the null hypothesis which states that there is no significant correlation between study habits and examination anxiety among secondary school students. was therefore rejected. This indicates that there is a significant correlation between study habits and examination anxiety among secondary school students. **Hypothesis Two:** 2. Sex does not significantly moderate the correlation between study habits and examination anxiety among secondary school students in the Delta Central Senatorial District.

**Table 5:****Multiple Regression Analysis of Sex On the Correlation Between Study Habits and Examination Anxiety**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.959	2	2.959	3.473	.063 <sup>b</sup>
	Residual	311.842	404	.852		
	Total	314.802	406			

  

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	2.549	.152		16.751	.000
	Sex	.179	.096	.097	1.864	.063
	study habit	.803	.070	.462	12.990	.000

 $\alpha = 0.05$ 

a. Dependent Variable: Examination anxiety

b. Predictors: (Constant), Sex, study habit

Table 8 shows a multiple regression analysis of the moderating impact of sex on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District. The calculated  $F = 3.473$ , with  $df (2, 404)$  and  $p$ -value of 0.063. The  $p$ -value is greater than 0.05 level of significance. Thus the null hypothesis which states that there is no significant the moderating impact of sex on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District was therefore accepted. This indicates that there is no significant the moderating impact of sex on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District. The unstandardized coefficient (B) for predicting examination anxiety among secondary school students from sex was 0.179; the standardized coefficient ( $\beta$ ) was 0.576,  $t=1.8664$ , therefore sex was not significant at alpha level of 0.05. Its therefore concluded here that there is no significant the moderating impact of sex on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District.

**Hypothesis Three:** There is no significant moderating impact of location on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District

**Table 6: Summary of Multiple Regression Analysis of the moderating impact of location on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894 <sup>a</sup>	.799	.798	.44165

  

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	282.988	3	94.329	483.596	.000 <sup>b</sup>
	Residual	71.001	403	.195		
	Total	353.989	406			

  

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	4.074	.060		67.797	.000
	Location	.653	.065	.757	9.971	.000
	study habit	.603	.070	.362	11.990	.000

 $\alpha = 0.05$ 

a. Dependent Variable: Examination anxiety

b. Predictors: (Constant), study habit, location

Table 10 shows a multiple regression analysis of the moderating impact of location on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District. The calculated  $F = 483.596$ , with  $df (3, 364)$  and  $p$ -value of 0.000. The  $p$ -value is less than 0.05 level of significance. Thus the null hypothesis which states that there is no moderating impact of location on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District was therefore rejected. This indicates that there is a significant moderating impact of location on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District. The  $r$ -square value of 0.799 showed that location and study habit accounted for 79.9% of the variance in examination anxiety among secondary school students.

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## Discussion of Findings

The result of analysis which was presented in line with research questions and Hypotheses of this study were discuss under the following subheadings:

### *Study Habit and Examination Anxiety*

Research question one and hypothesis sort to determine that the relationship between study habit and examination anxiety among secondary school students in Delta Central Senatorial District. Analysis of analysis of research question two and hypothesis two indicated that there was a significant positive relationship between study habit and examination anxiety among secondary school students in Delta Central Senatorial District. One potential reason is that students who develop effective study habits tend to have a greater understanding and retention of the subject matter, which in turn can lead to reduced examination anxiety. When students are equipped with the necessary tools and knowledge, they feel more confident and less nervous about performing well in exams. Additionally, a study habit that involves regular and consistent study sessions can help students develop better time management skills and reduce stress associated with last-minute cramming (Iviemu 2021). By breaking down complex topics into smaller, manageable chunks and setting aside dedicated time for studying, students can minimize the risk of feeling overwhelmed and anxious about the upcoming examination (Tonka & Bakir, 2020). This structured approach to learning also enables students to identify areas where they require additional clarification or practice, which can further contribute to reducing examination anxiety. This finding aligned with Blascovich (2016) who showed that he analysis of the data indicated that students' level of study habit is high and a significant relationship exists between study habit and examination anxiety.

### *The Moderating Impact of Sex on the Relationship Between Study Habit and Examination Anxiety*

Research question two and hypothesis two determined that the moderating impact of sex on the relationship between study habit and examination Anxiety. Analysis of research question two and hypothesis two revealed that among secondary school students in Delta Central Senatorial District, there was no discernible moderating effect of sex on the connection between study habit and examination anxiety. This suggests that a student's sexual orientation does not cause exam anxiety. This result was consistent with that of Hembree (2018), who found no discernible difference between male and female students' anxiety levels on general exams. The research aligns with Onekutu's (2016) findings, which indicate that while boys and girls perform similarly in all subjects in early childhood, including English language, as they move up the academic ladder, girls show a greater interest in language arts and sciences while boys show a greater aptitude for social sciences and sciences. Boys are now more likely than girls to be pursuing social sciences as a result of this. But the connection between students' exam anxiety and gender has remained contentious.

### *The Moderating Impact of Location On the Relationship Between Study Habit and Examination Anxiety*

Research question three and hypothesis three determined the moderating impact of location on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District. Analysis of research question three and hypothesis three indicated that there was a significant the moderating impact of location on the relationship between study habit and examination anxiety among secondary school students in Delta central Senatorial District. This finding aligned with that of Onyeukwu (2015) who found a significant relationship between location and students' examination anxiety in Economics. This finding is also in line with that of Spielberger, Crow and Crow. (2017) revealed that home learning resources and student location significantly influenced students' examination anxiety. The same was found by Ahiaba and Igweonwu (2013), who looked into whether students in maths and basic science in urban and rural schools experienced exam anxiety during the SSC exam. They discovered that while failure rates were higher in rural schools, students in maths and basic science in urban schools performed better, earning superior grades. The results were also consistent with a study by Bosede (2018), which concluded that students' exam anxiety is not affected by their location.

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## Conclusion

Based on the results of this study, it can be concluded that study habits are a significant predictor of examination anxiety among students in secondary schools in the Delta Central District. However, the study found that sex does not moderate the relationship between location and examination anxiety among the students in this senatorial district. Instead, location itself serves as a moderate the relationship between location and examination anxiety among the students in this senatorial district.

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## Recommendations

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

1. Since it was affirmed that study habit produce a positive role on examination anxiety of secondary school students, school administrators should devote more resources to helping students increase study habit.
2. School authorities should organize parent-teacher meeting very often and orient the parents on giving proper guidance to their wards
3. The parent irrespective of their location and sex should provide the necessary support to their children for better study habit.

### ***Contributions to knowledge***

This study has contributed to knowledge in the following ways:

- i. The study has affirmed that study habit predicts examination anxiety among secondary school students
- ii. The study established that in Delta central Senatorial District secondary school students, sex did not significantly moderate the relationship between study habits and exam anxiety
- iii. This study has affirmed that Delta central senatorial district secondary school students' study habit and examination anxiety are moderated by location

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