IJAAR PUBLISHING®

Scholarly Journal of Social Sciences Research | ISSN: 2955-0785
Vol. 5, Issue 2 (2026) | www.ijaar.org/sjssr

# SELF-EFFICACY AND STUDY HABITS AS DETERMINANTS OF EXAMINATION ANXIETY AMONG UNDERGRADUATES IN PUBLIC UNIVERSITIES IN DELTA STATE

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## ABSTRACT

*The study examined self-efficacy and study habits as determinants of examination anxiety among undergraduates in public universities in Delta State. Four research questions and two hypotheses were formulated and tested. A correlational ex-post facto research design was adopted for the study. The population of this study consists of 65,092 undergraduates in public universities. The sample comprised of 1000 undergraduates drawn from the entire population using systematic sampling techniques. The main instrument used for data collection is a self-constructed questionnaire titled "Self-efficacy, Study habit and examination anxiety Questionnaire (SESHEAQ). Three (3) experts in Guidance and Counselling Department determined the validity of the instrument. The reliability of each scale that made up the SEHEAQ was also determined using Cronbach Alpha statistical procedures. The reliability coefficient value of 0.88 was obtained for the entire SEHEAQ. However, the coefficient value of 0.90 was obtained for self-efficacy Scale, 0.88 for study habit scale and examination anxiety scale 0.86. The questionnaire was administered directly to the subjects in the various sampled institutions with the help of three research assistants. Research questions were answered using the Pearson's Product Moment Correlation while hypotheses were tested using linear regression statistics. All hypotheses were tested at 0.05 level of significance. The main findings of the study showed that; there was significant relationship between self-efficacy and examination anxiety among undergraduates; there was significant relationship between study habit and examination anxiety among undergraduates; the study concludes that self-efficacy and study habits are important determinants of examination anxiety among undergraduates in public universities in Delta State. Based on the findings and conclusions of the study, the following recommendations are made among others that Universities should implement workshops and mentorship programmes aimed at building students' confidence and belief in their academic abilities.*

**Keywords**: Self-efficacy, study habits, examination anxiety, undergraduates, public universities



https://doi.org/10.46654/k5m2t807

## Introduction

The university environment is a dynamic and multifaceted setting that significantly influences the experiences, behaviours and outcome of students. It is a mircrocosm of society, comprising individuals from diverse cultural, social and academic backgrounds. The environment includes physical structures such as lecture halls, libraries and hostels, as well as social systems that govern interactions among students, faculty, and administrative staff. This environment plays a critical role in shaping the academic, emotional, and social development of students. Within the academic environment, students face several challenges such as intense academic pressure, difficulties in managing peer relationships, and the constant demand for effective self-regulation. These factors can have a profound impact on their psychological well-being, including their experience of examination anxiety (Gierl & Rogers, 2022).

Universities, particularly public ones like Delta State University, Abraka, University of Delta, Agbor, Denis Osadebe University, Asaba, and Southern Delta University, Ozoro, provide a unique context for understanding the interplay between self-efficacy, emotional intelligence, and study habits. The competitive and resource-driven nature of these institutions often place a premium on students' ability to manage their emotions, maintain confidence, and adopt effective study strategies (Ogbeta-Ogwu, 2024). Consequently, the university environment serves not only as a backdrop but also as an active contributor to students academic and personal experiences making it a vital aspect of this study. University students encounter numerous challenges as they strive to balance academic demands, personal growth, and social responsibilities. These challenges include academic pressure, financial constraints, adapting to diverse social settings and maintaining mental and physical health. But, one of the most common and significant challenges among the students is examination anxiety. Examination anxiety refers to the intense feelings of worry, fear, or nervousness that students experience before or during exams.

Examination anxiety is an educational phenomenon and has been one of the major concerns of educational psychologists. 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. Furthermore examination anxiety also relates to the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. In this study, examination anxiety is defined as the individual expression of fear associated with the outcome of examinations. It is, therefore, evident that total elimination of examination anxiety cannot be thought of because it is pervasive in all academic endeavours. However, it should be well managed to forestall any ripple effects.

However, when the anxiety or level of arousal exceeds that optimal level, it will result in hyper anxiety. It is when anxiety is in its severe form that some students experience genuine problem in their examination anxiety. Their minds go blank, they experience the shakes, their hands go numb and they suffer from a number of sudden disabilities associated with anxiety during examination (Putwain *et al*, 2018). From the above view modern education is examination-oriented and the target of the students is only to achieve higher marks so that they can get a secured future. For instance, getting a good job, thus it automatically brings an excessive stress in the minds of the students. However, various factors in literature have been blamed as instigators of examination anxiety among students. They include individual factors, such as self-efficacy and study habit. However, it would be pertinent to establish the extent to which these individual factors such as self-efficacy,



https://doi.org/10.46654/k5m2t807

emotional intelligence, study habit, sex and location result in examination anxiety among undergraduates in public universities in Delta State.

A notable factor that may cause examination anxiety is self-efficacy. Self-efficacy is seen as a belief in one's own capacity to organize and execute the courses of action required to manage prospective situation. Studies show that one's own belief of efficacy function as an important determinant of motivation, affect, thought and action. According to Hamid (2016), self-efficacy is defined as: perceptions of students from the ability to successfully resolve the issue, learning the activities or perform them on a desired level. Studies have shown that mental health and universities students well-being require an optimistic sense of self-efficacy. A strong sense of efficacy leads to a high level of motivation and examination anxiety. However it can also be said that high efficacy in talented students is related to a number of behaviours such as: enhancement of social harmony, improvement of interpersonal relations and social and academic skills, ability to handle examination anxiety, vice versa low efficacy in ordinary students is a major contribution to personal, social and educational problems (Gierl & Rogers, 2022). Bandura (1997) asserted that individuals with high self-efficacy are more likely to approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Adeyemo (2007) found that students with high self-efficacy demonstrated better academic adjustment and performance. Yusuf (2011) reported that self-efficacy significantly predicts students' academic achievement and persistence in higher institutions. Goulao (2018) who showed that he analysis of the data indicated that students' level of self-efficacy is high and a significant relationship exists between self-efficacy and examination anxiety. Sinha, (2020) stated that individual level of self-efficacy is a strong determinant of examination anxiety. Zhang and Liang, (2023) found that there is a significant correlation between level of self-efficacy and examination anxiety among undergraduates. Yu et al., (2020) showed that level of self-efficacy has a strong correlation with examination anxiety of undergraduates in universities. Singh et al., (2006) showed that there is no significant influence of self-efficacy level on undergraduates examination anxiety.

Study habits plays a vital role in students of any age determining their success level in their examination as buttressed by Numan and Hasan (2017) who opined that good study habits helps the student in critical reflection in skills outcomes such as selecting, analyzing, critiquing and synthesizing tasks. They also referred to study habits as approaches that a learner exhibits during personal study time in order to properly understand the subject matter, prepare for examination as well as to overcome any form of examination anxiety. Gettinger and Seibert (2002) noted that effective study habits significantly enhance students' academic performance. Similarly, Ogbodo (2010) found that poor study habits and environmental distractions negatively affected university students' academic achievement. Olaoye and Onyenwe (2015) reported that availability of learning materials and a conducive learning environment play significant roles in improving students' study habits and academic outcomes. Blascovich (2016) who showed that the analysis of the data indicated that students' level of study habit is high and a significant relationship exists between study habit and examination anxiety. Omolayo et al. (2019) revealed that job type has a significant influence on the examination anxiety of undergraduates. Steenbergen, (2017) who revealed that study habit can positively influence examination anxiety of secondary school student. Manish Vishwanath (2023) indicated that study habit has significant positive relationship with students' examination anxiety and also that teaching and learning style affect student academic performance. In essence, effective study habits like textbook reading, memory, time management, note taking, test preparation and concentration assist students to gain mastery of a topic learnt and ensure good anxiety in their examination. This study therefore



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seeks to ascertain if self-efficacy and study habits would be determinants of examination anxiety among undergraduates in Public universities in Delta State of Delta State.

## 1.2 Statement of the Problem

Examination anxiety is a prevalent psychological challenge that affects students' academic performance and overall well-being. It is characterized by excessive worry, nervousness, and fear of failure, particularly during high-stakes assessment. This issue is particularly significant in tertiary institutions, where students face intense academic pressure, competition, and expectation from various quarters, including family, peers and society. In Delta State University, Abraka, as in other public universities in Nigeria, many undergraduates experience high levels of examination anxiety. This is evident in their inability to concentrate during exams, poor time management, and an overall decrease in performance; even among students who exhibit high potential. Despite the severity of this problem, many students and educators tend to view examination anxiety as a natural part of academic life, often overlooking its underlying causes and long-term consequences.

Personal observation also, revealed a case of undergraduate students who collapsed in examination halls because of anxiety while some were admitted, it can also be said that some students feel incompetent, unloved, or inadequate and these can be detrimental to their health and can negatively affect their examination preparation thereby arousing examination anxiety. It was also observed that some undergraduates have low emotional intelligence and 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. By studying this variables self-efficacy and study habit study the combined impact on examination anxiety among undergraduate students, and provide insights that can help students, educators and policy makers develop interventions to reduce anxiety and promote a more supportive academic environment.

### Research Questions

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

1. What is the level of self-efficacy among undergraduates in public universities in Delta State?
2. What is the level of study habit among undergraduates in public universities in Delta State
3. What is the relationship between self-efficacy and examination anxiety among undergraduates in public universities in Delta State?
4. What is the relationship between study habit and examination anxiety among undergraduates in public universities in Delta State?

### Hypotheses

The following hypotheses have been formulated to guide the study:

1. There is no significant relationship between self-efficacy and examination anxiety among undergraduates in public universities in Delta State?
2 There is no significant relationship between study habit and examination anxiety among undergraduates in public universities in Delta State?



https://doi.org/10.46654/k5m2t807

## Methodology

The design employed a correlational research design. The population of this study comprises 32,092 undergraduate students in three selected public Universities in Delta State, with total number of 18 faculties: Delta State University, Abraka 14 faculties with the total population of 21,494 (Dennis Osadebe University, Asaba 6 faculties with the total population of 10,350) and University of Delta, Agbor 6 faculties with the total population of 15,706). The sample for this study comprised 500 undergraduate students, drawn from the total population. This sample size was determined using the systematic sampling techniques which suggest that a sample size of 500 is sufficiently adequate for a population exceeding 25,000 (Mugenda & Mugenda, 2003). The main instrument used for data collection is a self-constructed questionnaire titled "Self-efficacy, Study Habit and Examination Anxiety Questionnaire (SESHEAQ). The validity of the instrument was established to assess if the instrument for its appropriateness and suitability to the study, and their suggestions were incorporated. Content and construct validity of the instrument were further determined using Factor Analysis. A reliability test was carried out using Cronbach Alpha to establish the internal consistency and this yielded reliability indices of .908, .892, and .869 for Self-Efficacy, Study Habit, and Examination Anxiety, respectively. The questionnaire was administered to undergraduates. All the research questions were answered using the Pearson's Product Moment Correlation and Coefficient of determination while the hypotheses were tested using linear regression. All hypotheses were tested at 0.05 level of significance.

## Results and interpretation

**Research Question 1:** What is the Level of self-efficacy of undergraduates in delta state universities?

**Table 1: Mean and standard deviation on self-efficacy of undergraduates in delta state universities**

| S/N. | ITEMS | Mean | SD | Remark |
|---|---|---|---|---|
| 1. | I can follow the lecture easily. | 3.50 | .79 | High |
| 2. | I can figure out anything if I try hard enough. | 2.87 | .95 | High |
| 3. | I am able to help my classmates with their schoolwork if they have problems. | 2.93 | .96 | High |
| 4. | I often do my assignment without thinking. | 2.83 | 1.07 | High |
| 5. | Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder than I thought | 2.79 | 1.09 | High |
| 6. | I am confident that I will achieve the goals that I set for myself; | 2.73 | 1.02 | High |
| 7. | Most of my classmates are smarter than I am. | 2.47 | 1.19 | Low |
| 8. | I study hard for my tests. | 2.55 | 1.10 | High |
| 9. | I believe hard work pays off | 2.51 | 1.13 | High |
| 10. | I am usually interested in my academics work. | 2.46 | 1.14 | Low |
| 11. | I often forget what I have learnt. | 3.51 | .80 | High |
| 12. | I am willing to do my best to pass all the courses. | 2.87 | .96 | High |
| 13. | I get frightened when I am asked a question in the lecture hall | 2.97 | .95 | High |
| 14. | I often feel like quitting school. | 2.85 | 1.05 | High |
| 15. | I am good in most of my school subjects. | 2.85 | 1.09 | High |



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|---|---|---|---|---|
| 16. | I am always waiting for the lecture to end. | 2.77 | 1.03 | High |
| 17. | I always do poorly in my exams. | 2.48 | 1.19 | Low |
| 18. | I do not give up easily when I am faced with a difficult question in my schoolwork. | 2.55 | 1.11 | High |
| 19. | When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged. | 2.53 | 1.13 | High |
| 20. | I am not willing to put in more effort in my academic work | 2.50 | 1.16 | High |
| | Average mean | 2.78 | 1.05 | |

Mean and standard 2.50

Table 1 presents the mean ratings on the level of self-efficacy among undergraduates in Delta State universities. The results show that most of the items recorded like item in 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, and 20 mean scores are above the benchmark mean of 2.50, indicating a generally high level of self-efficacy among the undergraduates. The highest mean scores were recorded for *"I often forget what I have learnt"* (Mean = 3.51) and *"I can follow the lecture easily"* (Mean = 3.50), suggesting that students are actively engaged in academic activities, although memory retention challenges may exist. Other high-ranking items such as *"I can figure out anything if I try hard enough"* (Mean = 2.87) and *"I am willing to do my best to pass all the courses"* (Mean = 2.87) reflect students' confidence, perseverance, and determination to succeed academically. However, a few items such as *"Most of my classmates are smarter than I am"* (Mean = 2.47), *"I am usually interested in my academic work"* (Mean = 2.46), and *"I always do poorly in my exams"* (Mean = 2.48) fell below the benchmark mean, indicating areas where students exhibit lower confidence or academic motivation. Despite these variations, the grand mean of 2.78**,** which is above the benchmark mean of 2.50, indicates that undergraduates in the universities generally possess a high level of self-efficacy, enabling them to cope with academic challenges and strive toward achieving their educational goals.

**Research Question 2:** What is the level of study habit of undergraduates in delta state universities?

**Table 2: Mean and standard deviation of study habit of undergraduates in delta state universities**

| S/N. | ITEMS | Mean | SD | Remark |
|---|---|---|---|---|
| 1. | I start my reading immediately I resume school | 2.97 | .84 | High |
| 2. | I always read my textbook | 3.01 | .80 | High |
| 3. | I don't have instructional materials to help my ready | 2.94 | .81 | High |
| 4. | Any time I start reading I do have headache | 2.97 | .78 | High |
| 5. | I don't take note in class | 2.95 | .81 | High |
| 6. | I find difficult to understand when reading | 2.86 | .75 | High |
| 7. | I only read during text or exam | 3.00 | .83 | High |
| 8. | I always read but don't understand any thing | 3.05 | .84 | High |
| 9. | I don't know how to mange my reading time and other things | 3.01 | .84 | High |
| 10. | I don't have time to prepare for test or exam | 2.95 | .80 | High |
| 11. | I don't have text book to read | 2.42 | 1.00 | Low |
| 12. | Any time I am reading I always sleep off | 2.36 | 1.09 | Low |
| 13. | I feel so tired to read my books | 2.59 | 0.79 | High |



https://doi.org/10.46654/k5m2t807

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|---|---|---|---|---|
| 14. | The noisy environment I lived deprive my from reading my books | 2.60 | 1.10 | High |
| 15. | I can read for a long period of time | 2.59 | 1.06 | High |
| 16. | I am very busy with house chaos that deprive my time from reading | 2.25 | 0.99 | Low |
| 17. | I lose concentration while reading | 2.47 | 1.01 | Low |
| 18. | I don't have the zeal to read my books | 2.56 | 1.08 | High |
| 19. | I always read but don't assimilate because of financial stress | 2.76 | 1.07 | High |
| 20. | Reading is my hobby | 2.99 | 1.05 | High |
| | Average mean | 2.76 | 0.92 | |

Mean and standard 2.50

Table 2 presents the mean ratings on the study habits of undergraduates in Delta State universities. The results indicate that a majority of the items have mean scores above the benchmark mean of 2.50, suggesting a generally high level of study habit among the students. Items such as *"I always read but don't understand anything"* (Mean = 3.05), *"I always read my textbook"* (Mean = 3.01), and *"I only read during test or exam"* (Mean = 3.00) recorded relatively high mean scores, indicating frequent engagement in reading activities, although some challenges in comprehension and consistency exist. Conversely, items including *"I am very busy with house chores that deprive my time from reading"* (Mean = 2.25), *"Any time I am reading I always sleep off"* (Mean = 2.36), and *"I don't have textbook to read"* (Mean = 2.42) fell below the benchmark mean, revealing constraints that negatively affect effective study habits. Nevertheless, the grand mean of 2.76**,** which exceeds the benchmark mean of 2.50, suggests that undergraduates in Delta State universities generally exhibit a high level of study habit, though improvements are needed in areas related to concentration, availability of learning materials, and time management.

**Research Questions 3:** What is the relationship between self-efficacy and examination anxiety among undergraduates in Public universities in Delta State?

**Table 3: Pearson's Product Moment Correlation (r) and coefficient of determination Analysis of self-efficacy and examination anxiety among undergraduates in public universities in Delta State**

| **Variables** | **N** | **r** | **$r^2$** | $r^2$ % | Remark |
|---|---|---|---|---|---|
| Self-efficacy | 1000 | .341 | .116 | 11.60 | Positive relationship |
| Examination anxiety | | | | | |

Independent Variable: self-efficacy, Dependent Variable: Examination anxiety

Table 3 showed the Pearson's Product Moment Correlation (R) and coefficient of determination value of 0.341 as the strength of the relationship between self-efficacy and examination anxiety among undergraduates in public universities in Delta State. The positive relationship indicates that self-efficacy also increases examination anxiety among undergraduates in public universities in Delta State. The coefficient of determination ($R^2$) value of .116 indicated that self-efficacy contributed 11.6% to the variation in and examination anxiety among undergraduates in public universities in Delta State. Thus, it was



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concluded that the relationship between self-efficacy and examination anxiety among undergraduates in public universities in Delta State is positive relationship.

**Research Question 4:** What is the relationship between study habit and examination anxiety among undergraduates in public universities in Delta State?

**Table 4: Pearson's Product Moment Correlation (r) and coefficient of determination Analysis of study habit and examination anxiety**

| **Variables** | **N** | **r** | **$r^2$** | $r^2$ % | Remark |
|---|---|---|---|---|---|
| Study habit<br>Examination anxiety | 1000 | .878 | .771 | 77.1 | Positive relationship |

Independent Variable: study habit, Dependent Variable: Examination anxiety

Table 4 showed the Pearson's Product Moment Correlation (r) and coefficient of determination value of .878 as the amount of the relationship between study habit and examination anxiety among undergraduates in public universities in Delta State. The positive relationship indicates that as the influence of study habit increases, examination anxiety among undergraduates in public universities in Delta State also increases. The coefficient of determination ($R^2$) value of .771 indicated that study habit contributed 77.1% to the variation in examination anxiety among undergraduates in public universities in Delta State. Thus, it was concluded that study habit and examination anxiety among undergraduates in public universities in Delta State has a positive relationship.

**Hypothesis 1**
There is no significant relationship between self-efficacy and examination anxiety among undergraduates in public universities in Delta State.

**Table 5:** ***Linear Regression Analysis of Self-efficacy and Examination anxiety Among Undergraduates in public universities in Delta State***

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 3814.945 | 1 | 3814.945 | 47.086 | .000[b] |
| | Residual | 29005.678 | 998 | 81.021 | | |
| | Total | 32820.622 | 999 | | | |

a. Dependent Variable: examination anxiety

b. Predictors: (Constant), self-efficacy

Table 5 showed a linear regression analysis of the relationship between self-efficacy and examination anxiety among undergraduates in public universities in Delta State, with a computed F-value of 47.086 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This indicated that there was significant relationship between self-efficacy and examination anxiety among undergraduates in public universities in Delta State.

**Hypothesis 2**
There is no significant relationship between study habit and examination anxiety among undergraduates in Public universities in Delta State



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**Table 6:** ***Linear Regression Analysis of Study habit and Examination anxiety Among Undergraduates in public universities in Delta State***

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 25288.733 | 1 | 25288.733 | 1202.005 | .000[b] |
| | Residual | 7531.890 | 998 | 21.039 | | |
| | Total | 32820.622 | 999 | | | |

a. Dependent Variable: *Examination anxiety*
b. Predictors: (Constant), study habit

Table 6 showed a linear regression analysis of the relationship between study habit and examination anxiety among undergraduates in public universities in Delta State, with a computed F-value of 1202.005 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This indicated that there was significant relationship between study habit and examination anxiety among undergraduates in public universities in Delta State.

**Discussion of Findings**

The first finding revealed that undergraduates in Delta State universities exhibit a high level of self-efficacy. This suggests that most undergraduates believe in their ability to handle academic tasks, overcome learning challenges, and achieve their educational goals. The relatively high self-efficacy observed among the students implies that they possess confidence, persistence, and motivation, which are essential for academic success. However, slight variations in responses across some items indicate that a few students still experience challenges related to academic confidence and self-belief. This finding implies that students' confidence in their academic abilities may positively influence their engagement in learning activities and their willingness to persist in the face of academic difficulties. The finding is supported by Bandura (1997), who asserted that individuals with high self-efficacy are more likely to approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Similarly, the finding agrees with the study of Adeyemo (2007), who found that students with high self-efficacy demonstrated better academic adjustment and performance. The result also aligns with Yusuf (2011), who reported that self-efficacy significantly predicts students' academic achievement and persistence in higher institutions.

The second finding indicated that undergraduates in Delta State universities demonstrate a high level of study habit**.** This suggests that most students engage regularly in reading, test preparation, and other academic activities. However, the presence of some items with lower mean scores indicates that certain factors such as fatigue, environmental distractions, lack of textbooks, and time management challenges negatively affect students' study habits. This finding implies that while students generally exhibit positive study habits, external and personal constraints may limit the effectiveness of their study practices. Effective study habits are crucial for academic success, and students who develop structured and consistent study routines are more likely to perform well academically. The finding is supported by the study of Gettinger and Seibert (2002), who noted that effective study habits significantly enhance students' academic performance. Similarly, the finding agrees with Ogbodo (2010), who found that poor study habits and environmental distractions negatively affected university students' academic achievement. In line with this, Olaoye and Onyenwe (2015) reported that availability of learning materials and a conducive learning environment play significant roles in improving students' study habits and academic outcomes.



https://doi.org/10.46654/k5m2t807

The third finding in this study shows that there is a relationship between self-efficacy and examination anxiety among undergraduates in public universities in Delta State. One of the possible explanations for this finding could be self-efficacy. This finding could be due to the fact that the perception and evaluation that a student has or does about his or her academic abilities tends to affect examination anxiety in school. Another reason for this finding could be that self-esteem has directly affects learning processes. This finding aligned with Goulao (2018) who showed that the analysis of the data indicated that students' level of self-efficacy is high and a significant relationship exists between self-efficacy and examination anxiety. This finding aligned with Sinha, (2020), who stated that individual level of self-efficacy is a strong determinant of examination anxiety. The finding is also in line with Zhang and Liang, (2023), who found that there is a significant correlation between level of self-efficacy and examination anxiety among undergraduates. The finding also agreed with Yu et al., (2020), who showed that level of self-efficacy has a strong correlation with examination anxiety of undergraduates in universities. The study, however, disagreed with Singh et al., (2006), who showed that there is no significant influence of self-efficacy level on undergraduates examination anxiety.

The fourth finding in this study revealed that there is a positive relationship between study habit and examination anxiety among undergraduates in public universities in Delta State. One possible reason for this finding could be that most undergraduates in the study have a low level study habit that could lead to examination anxiety. However it could be that individual with study habit tend to be very confident about their capabilities and often avoid circumstances where they think they will lead to failure. This finding aligned with Blascovich (2016) who showed that the analysis of the data indicated that students' level of study habit is high and a significant relationship exists between study habit and examination anxiety. This finding corroborates Omolayo et al. (2019), who revealed that job type has a significant influence on the examination anxiety of undergraduates. The finding also agreed with Steenbergen, (2017) who revealed that study habit can positively influence examination anxiety of secondary *school student. Manish Vishwanath (2023) that study habit have significant positive relationship with students' examination anxiety and also that teaching and learning style affect student academic performance. Also the study is in line with that of Penn (2017) that poor time management in studying lead to examination anxiety among students. The findings of the study are also in line with Ekejiuba et. al (2012) that there is a high positive significant relationship between student examination anxiety and study habit among students and also the study agrees with that of Penn (2022) that poor reading habit of student brings about negative attitude in students which lead to examination anxiety among students.

## Conclusion

The study concludes that self-efficacy and study habits are important determinants of examination anxiety among undergraduates in public universities in Delta State. Students with higher self-efficacy and effective study habits were found to experience lower levels of examination anxiety. Conversely, poor self-efficacy and weak study habits contributed to heightened anxiety.

## 6 Recommendations

The following recommendations are made:

1. Universities should implement workshops and mentorship programmes aimed at building students' confidence, resilience, and belief in their academic abilities.
2. Academic units should organize seminars and tutorials on effective learning strategies, time management, and examination preparation to encourage the adoption of productive study habits.



https://doi.org/10.46654/k5m2t807

3 Counsellors should design strategies that are responsive to the different ways male and female students experience and cope with examination anxiety.

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