

Relationship between Skills of Study, Positive Psychological Strengths and Examination Anxiety between Students at the Government Own Education Colleges in Nigeria

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Abstract: Examination plays a vital role in every contemporary educational set up, as well as being used as a measure to place students in their appropriate position after being examined. Nonetheless a phenomenon associated with the low academic outcomes is a number of students' experiences of examination anxiety that leads to a lack of focus on taking the right examination decision. The aim of this study was therefore to determine the level of study abilities, positive psychological strengths, examination anxiety and the relationship between the variables used in the study with a population of 315 students and 315 students. A positive significant relationship was shown by the relationship of the path model between study abilities and examination anxiety. Also the structural analysis shows that there was a strong relationship between positive psychological strengths and examination anxiety. The Structural Analysis of Research Skills has been very successful and shows a positive coefficient. Positive psychological strengths, with a positive path coefficient, showed a high level of influence on examination anxiety. The study results show that study skills were effective and improved their level of study skills in managing the anxiety of the examination.

Keywords: Study Skills, Examination Anxiety, Positive Psychological Strengths.

1. Introduction

Examination is essential at all educational levels or categories and is generally used as a measure to measure progress and make decisions based on the performance of students, as well as to evaluate specific programmes and the entire school system. Instructors also use inspection to properly place students (Aluede et al., 2018). Teaching and learning could be inconclusive without assessing the level of understanding of students to determine whether they have mastered what they have been taught (Ogbolu 2018) The summary and analysis of the May/June results of the 2010 to 2015 examinations in Nigeria by the National Business and Technical Examination Board (NABTEB) indicated that about 60 percent of students sitting exams in Nigeria (Aworanti et al., 2012; Obosi, 2018). In 2010, as many as 2,422 candidates were examined and 1,537 (63.4 percent) failed, meaning that the required credits were passed only by 885 of the candidates who sat the exam. In the following year (2011), only 1645 (33.4 percent) passed out of 4931 candidates who sat the examination, and the remaining 3286 (66.6 percent) failed. In 2012, the exam was completed by 2355 candidates, of whom 999 candidates obtained 5 credits and the remaining 1356 (57.6%) failed. In 2013, 5537 candidates were examined: 5 credits were obtained by 2263 candidates, while the remaining 3274 (59.1 percent) failed. For 2014. A total of 2613 candidates were examined, of whom 5 credits were obtained in 1645, while the remaining 968 (37.1%) failed. Researchers state that students are expected to reach a prescribed standard through an evaluation process for the advancement of education, and further claim that this process serves to determine the efficacy or otherwise of education through the conduct of exams. Okesina et al. (2017) explained that students experience discomfort with them, despite the inevitable position of exams in educational institutions, because they often cause anxiety and stress (Okesina et al., 2017). Although a certain degree of anxiety, arousal or activation is a prerequisite for adequate daily functioning, it can overwhelm students in many cases to the extent that they become disabled and unable to attempt exam questions adequately (Cartwright et al., 2015; Obosi et al., 2018). Researchers have observed that creating a stimulating learning environment is essential in order to allow students to effectively face exams with little or no exam anxiety, as education support has become vital (Obosi et al., 2018). Poor examination scores among Nigerian students are due to many factors, such as ineffective study skills, poor teacher quality and conventional teaching methods, and the inability of parents to provide useful materials such as textbooks and promptly pay school fees. Similarly, issues with insufficient teaching and learning instructional materials are also considered to be factors leading to poor student examination results (Research Clue, 2016). Worry, apprehension, nervousness and tension can be

factors that are directly responsible for poor scores in an examination. Other factors responsible for exam failure are inadequate preparation and poor implementation of exam rules (Trischler et al., 2016).

Students who show anxiety, anxiety, nervousness or tension are most likely to face examination anxiety, and the level of examination anxiety among students is increased in particular by the absence of positive psychological strengths. In mediating the levels of concern, nervousness, apprehension and tension of students through negative psychological arousal, these positive psychological elements are vital, and students who are deficient in or have lower psychological strengths are found to be more nervous and likely to lack humour (Sharma et al., 2016). Previous studies have therefore found that positive psychological strengths are one of the mediating factors affecting examination anxiety (Sharma et al., 2016).

1.1. Study Skills

Study abilities have other deferential terms, ranging from one researcher to another, such as study habits, study methods, study techniques and study motivation, all widely regarded as components of the combination of abilities of study abilities that are believed to be a positive contributor to high examination scores. Research study showed that students who acquired relevant information on study skills in traditional coordinated lectures or class discussions believed that high examination scores were obtained significantly because an improvement of study skills is a frequently prescribed remedy for the high failure rate among college students. Study abilities have significantly affected the behaviours and attitudes of students in the study mode. College students were guided and advised that if they paid more attention to the abilities of notes, taking techniques, reading and remembering, planning and organising time for reading and developing the habit of reading motives and also examination basics, they would do better. PP 25-32(Jones et al. 1995).

1.2. Positive Psychological Strengths

Positive psychological strengths are considered to be one of the main factors that enhances the experiences of students with psychological characteristics, traditionally considered as psychological dysfunction or disability related to a constraint that requires intervention to manage the level of psychological constraint, according to (Carr 2011 pp 96). Nigerian college students are from the findings of this study need enhancer, such as positive psychological strengths to acquire positive emotion and subsequently build their both internal strengths, as well as intellectual exposition and physical abilities that can prompt the Nigerian college students to establish a positive relationship with all organs of academic elements. Positive psychological power is a hope-oriented approach to action. It seeks to promote resilience and self-efficacy, which are expected of students both inside and outside school to achieve positive social and academic outcomes (Dardas & Ahmad, 2015). Another definition is that the scientific study of human strength in terms of cognitive ability, emotionality, behaviour, mentality, characteristics, attitudes, way of thinking, and physical strength comprises positive psychological strengths: therefore, qualities that allow one to deal with problems in a determined and efficient way (Tully & Higgins, 2014). As the best moderators of examination anxiety, the present study examines the potential of positive psychological strengths. Khan et al. (2011) explore the connection between coping strategies and positive psychological strengths such as hope, optimism, self-efficacy and resilience as elements of personality that allow mechanisms of adjustment. Using or harnessing these strengths will help students avoid adverse outcomes or results (Khan et al 2011).

1.3. Examination Anxiety

According to Segel (2016); Mohammed (2017), exam anxiety is a commonly used term among Nigerian college students and is considered to be a general feeling of fear and apprehension, as more significant numbers of students experience and anticipate some catastrophic events that are not positively predicted by students from the real situation or circumstances before or during examination. Examination anxiety is a negative emotional state in which students perceive a degree of concern or tension, research showed that students of tertiary institution usually undergo examination anxiety due to the poor level of preparation they can not control or predict about a positive outcome, thus believing that examination period is a dangerous or threatening one. (Marry et al. 2014) pointed out that examination anxiety is regarded as an emotional threat that impedes a student's logical perception of positive thinking, thus causing the sympathetic nervous system to activate. In Nigeria, high school students often develop a high level of exam anxiety related to negative and irritating thinking about the exam. In addition, in a vital examination, a certain level of examination anxiety was deemed essential (Okogu et al. 2016). Students with exam anxiety are likely to affect their physical and psychological outfits, too many of the following elements in an individual student's concern, apprehension, nervousness and tension can adversely affect the student's exam results (Malhotra 2015). Examination anxiety is considered to be emotional and physiological over-arousal, which summarises the tension and somatic feeling of concern and fear of anticipated examination failure during or before

the exam period. Tertiary school students in Nigeria are mostly associated with examination anxiety and are associated with an immense negative effect that college students are prone to low examination grades. This study noted the four sub-constructions considered to be extreme anxiety and discomfort for students under the examination anxiety variable, and subsequently created a significant barrier to the success of the exam. Furthermore a large number of students are affected by exam anxiety that leads to devastating emotional and behavioural disorder, although some researchers argue that reasonable or moderate level of exam anxiety is considered reasonable and helpful for physical and mental alertness and believed to improve emotional stabilisation (Dalkiranet al 2014).

1.4. Objectives

The analysis was designed to identify the following goals

Determine the level of study abilities among college students from Nigeria;

Analyze the connection between study abilities and examination anxiety among college students in Nigeria;

Analysis of the relationship between positive psychological strengths among Nigerian college students and examination anxiety;

Research Question; Does positive psychological strengths have an impact on examination anxiety as a mediating variable?

1.5. Hypothesis

As mediating factors between study skills and examination anxiety among Nigerian college students, there is no major impact on positive psychological strengths;

2. Method

2.1. Sample

This study has a target population of Kashim Ibrahim College of Education (KICOE) National Certificate of Education (NCE) students in the Borno States of Nigeria, with a total number of 2003 students. NCE 1 students were however, recruited for this study for this research, and researchers used the entire population of 315 students for survey research. KICOE, A frequency distribution was used to determine the levels of examination anxiety to analyse the levels of examination anxiety at Kashim Ibrahim College of education. A Likert scale questionnaire was used in this study to obtain the information to conduct the analysis. In this study, the scoring pattern was carried out on the basis of frequency distribution between three defined categories of low (0-45), moderate (46-75), high (76-100), high (76-100) (Maulida, Firman, & Rusyati, 2017; Nurshila, Shameem & Nimehchisalem, 2016). Based on the analysis of the score of Kicoe students in the survey conducted, the current study adopted frequency distribution to analyse the levels of examination anxiety among Kicoe students, showing that Kicoe students scored low in their responses to the survey questionnaire used.

2.2. Procedure

Initially, students were given examination anxiety questionnaires and enough time was allocated to complete them. It ensured confidentiality and anonymity. Respondents were asked to read carefully the instructions that are written on the top of the questionnaires and are also advised to answer the questions as honestly as possible. The study used the entire population of 315 students involved in the survey research to obtain the data by administering the survey anxiety questionnaire to the respondents by administering the examination anxiety questionnaire. Immediately after the end of the semester examination, all students were urged to remain in their seats to answer the questionnaire before living in the examination hall. The administration of the questionnaire was an inseting type.

3. Measures

3.1. Positive Psychological Strengths, Study Skills and Examination Anxiety

Similarly, phase two deals with the majority of survey anxious respondents who were selected from the sample of phase one using the statistical tool and analysis was carried out (see table 3.1) based on the outcome of the survey 55 most survey anxious respondents were selected and subjected to pre-test using three sets of questionnaires, study skills questionnaire, positive pss In this research, this method has served as the pre-test

(Mason, 2017). Moreover in determining the level and relationship, the study covers the main variables and sub-constructs (Degn, 2017; Barratt, Ferris, & Lenton, 2015). The questionnaires were adapted to measure the three main variables, positive psychological strengths of the study abilities, and examination anxiety. The Positive Psychological Strengths Questionnaire (PPSQ) data collection tool was adapted from the one developed by (Luthans, Youssef, & Avolio, 2007). It consists of 24 positive psychological strength elements. Under each sub-measure, which includes, Hope, Self-efficacy, Optimism and Resilience, four build dimensions with question items. "The scale was initially a 6-point scale, but the researcher decided to drop one of the scale and make 5" point and the question items anchored from "1" (strongly disagree) to "5" for easy understanding and complaints sent by the respondents (strongly agree). "Examples include "I feel confident in helping to set goals/goals in my research" (confidence); "I can think of many ways to achieve my current goals" (hope); "I usually expect the best when things are uncertain for me in study" (optimism) and "I usually take stressful things in study in step (resiliency). (2007; alpha=.88) by Luthans et al. From Cotterell 2003, the study skills questionnaire was adapted and additions and deletions were made to modify from the adapted tool in order to be consistent with the current research work, the questionnaire constitutes a four-dimensional construct ranging from taking note, planning and organising time for reading, learning and remembering, and motives for reading. The scale is anchored from "1" to "4" (they strongly disagree) (strongly agree). Examples of items include, under note taking, "I keep a good set of notes for each course I study" time management Before preparing my revision timetable, I plan to spend my time learning and remembering, I test myself Cotterell after reading my lecture notes. (2003; alpha= .79), used to measure study abilities with 4-point Likert-type scale response choices (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, current study reliability coefficients for all components were reported to be greater than.75 cronbach alpha. Test anxiety questionnaire TAQ by (Spielberger 1985) with 21 items to measure the inventory of test anxiety developed by (Spielberger 1985) (spielberger 1985). Spielberger (1985) adapted the 20 items of test anxiety inventory with few adjustments so that the adjustments were granted with four dimensional items of each sub-measure including worry nervousness, apprehension, tension, and follow-up to the current study. "The products of the scale were anchored from "1" (strongly agreed) to "4 (strongly disagree). "Examples of items include "I have an uneasy feeling during important examination" (discomfort); "I am so tense during significant examination that my stomach gets upset" (tension); "I get so nervous during examination that I forget facts I really know" (nervousness) and I would worry a lot about taking it if I were to take an impotent examination (worry).

3.2. Reliability

Data collected were analysed to determine the instrument's reliability and the instruments' indicated cronbach alpha shows that reliability of the examination anxiety person= 0.73 and item= 0.72. Person reliability= 0.86 positive psychological strengths, item reliability= 0.72 and person reliability= 0.76 study skills, item reliability= 0.76 respectively.

3.2.1. Study Skills Questionnaire

Table 3.1. Study Skills Pilot Results

| |
|---|
| PERSON 50 INPUT 50 MEASURED INFIT OUTFIT |
| TOTAL COUNT MEASURE REALSE IMNSQ ZSTD OMNSQ ZSTD |
| MEAN 59.4 21.0 -1.15.25 1.01 -.1 1.01 -.1 |
| S.D. 9.3.0.53.05.72 2.1.70 2.1 |
| REAL RMSE.26 TRUE SD.46 SEPARATION 1.77 PERSON RELIABILITY.76 |
| ----- |
| ITEM 21 INPUT 21 MEASURED INFIT OUTFIT |
| TOTAL COUNT MEASURE REALSE IMNSQ ZSTD OMNSQ ZSTD |
| MEAN 141.4 50.0.00.16 1.00.1 1.01.1 |
| S.D. 14.5.0.33.03.59 2.3.57 2.0 |
| REAL RMSE.16 TRUE SD.29 SEPARATION 1.78 ITEM RELIABILITY.76 |

Table 3.1 shows the reliability of the study skills (SSK) questionnaire shown in the .76 table for individuals. In addition,.76 was also separately indicated by item reliability. Therefore, for the reason that the cronbach alpha reliability is more than.6 statistical value, the questionnaires maintained a very good reliability of both individual and product.

3.2.2. Positive Psychological Strengths

Table 3.2. Positive Psychological Strengths Pilot Results

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| PERSON 50 INPUT 50 MEASURED INFIT OUTFIT |
| TOTAL COUNT MEASURE REALSE IMNSQ ZSTD OMNSQ ZSTD|
| MEAN 86.2 24.0 -.73.21 1.02 -.1 1.03 -.1|
| S.D. 17.7.0.59.08.37 1.7.40 1.6|
| REAL RMSE.22 TRUE SD.54 SEPARATION 2.48 PERSON RELIABILITY.86|
|-----|
| ITEM 25 INPUT 24 MEASURED INFIT OUTFIT |
| TOTAL COUNT MEASURE REALSE IMNSQ ZSTD OMNSQ ZSTD|
| MEAN 179.6 50.0.00.13 1.00.0 1.03.1|
| S.D. 13.4.0.20.01.18 1.1.23 1.0|
| REAL RMSE.13 TRUE SD.16 SEPARATION 1.28 ITEM RELIABILITY.72|
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Table 3.2 indicates person reliability of the positive psychological strengths (PPS) questionnaire shows in the table.86. In addition,.72 was also separately indicated by item reliability. Therefore the questionnaires have excellent cronbach alpha reliability, while the indicated.72 shows a very good reliability of the item, so the reliability of the cronbach alpha is more than.6 statistical value.

Table 3.3. Examination Anxiety Pilot Results

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| PERSON 50 INPUT 50 MEASURED INFIT OUTFIT |
| TOTAL COUNT MEASURE REALSE IMNSQ ZSTD OMNSQ ZSTD|
| MEAN 44.6 19.0 -.16.28 1.03 -.1 1.02 -.1|
| S.D. 7.9.0.55.06.42 1.6.41 1.6|
| REAL RMSE.29 TRUE SD.47 SEPARATION 1.63 PERSON RELIABILITY.73|
|-----|
| ITEM 19 INPUT 19 MEASURED INFIT OUTFIT |
| TOTAL COUNT MEASURE REALSE IMNSQ ZSTD OMNSQ ZSTD|
| MEAN 117.5 50.0.00.17 1.01.0 1.02.1|
| S.D. 12.4.0.31.01.18 1.1.20 1.1|
| REAL RMSE.17 TRUE SD.26 SEPARATION 1.59 ITEM RELIABILITY.72|
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Table 3.3 shows the reliability of the examination anxiety (EA) questionnaire displayed in table.73 for individuals. In addition,.72 was also separately indicated by item reliability. Therefore, for the reason that the cronbach alpha reliability is more than.6 statistical value, the questionnaires maintained a very good reliability of both individual and product.

4. Data Analysis

In accordance with the goals set by the research, data was analysed. Objective One was calculated using the Item-Person Map. Objectives 2 and 3 using the Partial Least Square Model of Structural Equation

4.1. Objective 1 Levels of Study Skills

The content of Table 4.10 is the product of Figure 4.1 Rasch measurement model of the distribution of the positive psychological strengths of the person/item map shows that respondents involved in moderately study skills level (logits) range from 00 to 0.99 among students of KICOE.

Table 4.1. A&B Display the Level of Moderately Weak Positive Psychological Strengths and Percentage among KICOE Students

| LEVEL A | | | | LEVEL B | | | |
|--------------|-----------|-----------|-------------|--------------|----------|------------|--------------|
| SCH/DEPT | Gender | | | SCH/DEPT | Gender | | |
| Sch of Arts | 0 | Male 11 | 3.4% | Sch of Arts | 0 | Male 66 | 20% |
| Sch of Edu | 13 | | | Sch of Edu | 0 | | |
| Sch of Lang | 1 | Female 6 | 1.8% | Sch of Lang | 0 | Female 56 | .17.6% |
| Sch of Sci | 3 | | | Sch of Sci | 3 | | |
| Total | 17 | 17 | 5.2% | Total | 3 | 122 | 38.4% |

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Table 4.1 A of positive psychological strengths consisting of (17) (5.2%) students out of whom (11) (3.5%) seem to be male while (6) (1.8%) are female. In addition, no student was recorded by the school of arts, education school indicated (13) (12 percent) students. Only one student in the language school and (3) students in the science school are registered.

Table 4.1 B Level B shows school and gender at level B, all with a total of one hundred and twenty-two (122) (38.4 percent) students, sixty six (66) (20.8 percent) students were reported as male, and fifty six (56) students were reported as female. In addition, three students are shown at the School of Arts, one hundred and three are recorded at the school of education.

Table 4.1. C&D Display the Weak Level of Positive Psychological Strengths by Logit and Percentage among KICOE Students

| LEVEL C | | | | LEVEL D | | | |
|-------------|--------|--------|----------|-------------|--------|--------|---------|
| SCH/DEPT | Gender | | | SCH/DEPT | Gender | | |
| Sch of Arts | 6 | Male | 65 20.5% | Sch of Arts | 1 | Male | 13 .42% |
| Sch of Edu | 74 | | | Sch of Edu | 11 | | |
| Sch of Lang | 4 | Female | 56 27.5% | Sch of Lang | 2 | Female | 19 6.0% |
| Sch of Sci | 46 | | | Sch of Sci | 18 | | |
| Total | 130 | | 38.5% | Total | 32 | | 10.1% |

Table 4.1 C level C with a cumulative of one hundred and thirty (130) students, sixty five (65) (20.5 percent) students were stipulated as male under this level, while fifty six (56) (17.5 percent) were disclosed as female. In addition, six (6) students were recorded at the School of Arts, seventy-four (74) were reported at the School of Education, seventy-four (74) were reported at the School of Language with seventy-four (74) students, four (4) were reported at the School of Language, and forty-six (46) were students at the School of Sciences.

Table 4.1 D level D The sum of thirty-two (32) (10.1 percent) students participated under this level, thirteen (13) (4.2 percent) males were involved in this level, (19) (6.0 percent) were registered as females and also in the school, school of arts indicated with only one (1), eleven (11) respondents were reported under school of education, language school shows two (2) students and one (1) student.

Table 4.1. E&F Display the Very Weak Level of Positive Psychological Strengths by Logits and Percentage among KICOE Students

| LEVEL E | | | | LEVEL F | | | |
|-------------|--------|--------|--------|-------------|--------|--------|-------|
| SCH/DEPT | Gender | | | SCH/DEPT | Gender | | |
| Sch of Arts | 0 | Male | 7 2.5% | Sch of Arts | 1 | Male | 2 .6% |
| Sch of Edu | 2 | | | Sch of Edu | 1 | | |
| Sch of Lang | 0 | Female | 3 .9% | Sch of Lang | 1 | Female | 2 .6% |
| Sch of Sci | 8 | | | Sch of Sci | 1 | | |
| Total | 10 | | 3.4% | Total | 4 | | 1.2% |

Table 4.1 E The number of schools and students involved were presented with their percentages at E level showing positive psychological strengths, under this level, the categories consist of (10) (3.4 percent) students, out of (7) (2.5 percent) were recorded as female while (3) (.9 percent) appeared to be female. School of Arts and Language School (0) students, perhaps (2) students were drawn from schools of education, and (8) volunteered from science schools.

Table 4.4 F Level F is the last table under this category indicted the sum of four (4) (1.3 percent) students were captured (2) (.6 percent) male and two (2) (.6 percent) female respectively. Additionally, with only one each, all the schools reported.

4.2. Objective 2 Relationship between Study Skills and Examination Anxiety

This part of the research study presents the research question four (4) analysis that addresses the research question and states as: is there any connection between the abilities of the study and the anxiety of the examination? The outcome of the study was presented according to the research objectives in order to initially analyse the research question relating to the objective and to determine the relationship between study skills and examination anxiety among Nigerian college students. The results were based primarily on inferential analysis through the application of path analysis and structural analysis. The main purpose of path analysis is to assess the direct and

indirect relationship between the variables, while model development is predicted by structural analysis. The study recruited (55) students out of (315) students who were identified as a sample.

The research question for research goal 4 is whether there is any connection between study abilities and examination anxiety, in order to obtain the results of the research the researcher uses partial least squares (PLS) to analyse the relationship of the path analysis shown in Figure.

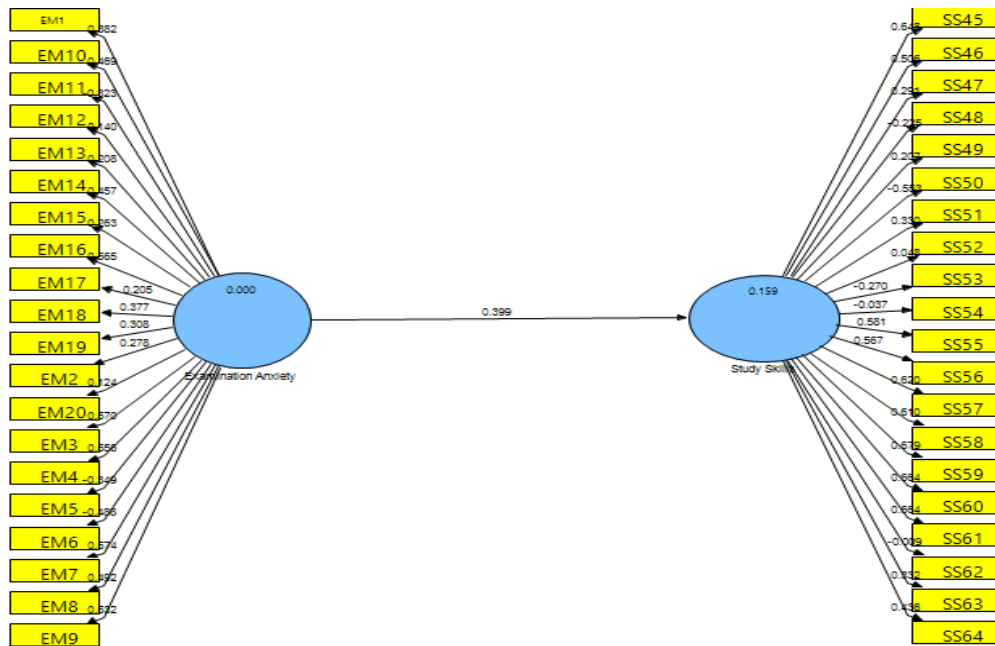


Figure 4.1. Structural Model

The relationship between study skills and examination anxiety is shown in Figure 4.1.

The outcome of the path analysis shows that study skills (SSK) are important and directly related to exam anxiety. With a coefficient path, the relationship is positive ($\beta=0.399$, $t > 1.96$). This result indicates that study skills help students to manage their examination anxiety positively. Null Hypothesis 1.6.1 is therefore rejected.

4.3. Objective 3 Positive Psychological Strengths as Mediating Variable on Examination Anxiety among Nigerian College Student

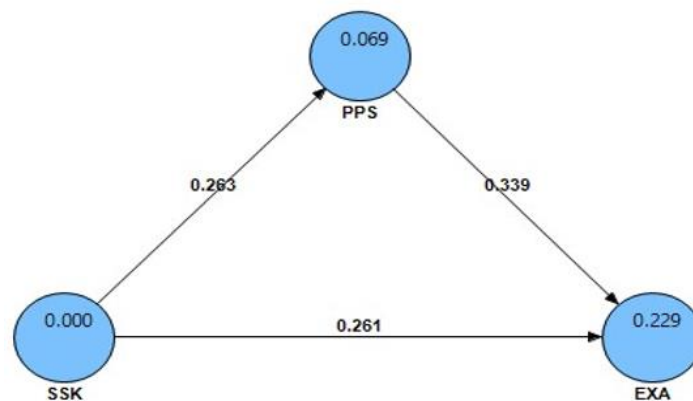


Figure 4.2. Effects of PPS as Mediating Variables EA

As the mediating variable shows in the figure, Figure 4.2 structural analysis model on the effects of positive psychological strengths (PPS). The structural path indicators revealed an acceptable relationship. Relationship

strengths between the variable SS ($\beta=0.261$) EXA ($\beta=0.339$) and PPS ($\beta=0.339$). When f^2 is > 0.08 , the value of mediation is sufficient. The value of research skills and the relationship between positive psychological strengths. Mediation between positive psychological strengths (PPS) and anxiety for examination is recognised as effective and important. Positive psychological strengths (PPS) therefore act as an efficient mediator of examination anxiety.

5. Results and Discussion

Positive Psychological Strengths

One of the central constructs of this research, Positive Psychological Strengths (PPS), can be categorised into six levels. Using the statistical tool Winstep, the six levels were determined. In the following hierarchical scale, it displayed the sequence of the levels in logs, namely excellent, good, moderate, moderately weak, weak, poor, and fail. A good level of PPS was produced by this research study, whereby a significant number of students were classified under a good level. Acquiring adequate and appropriate PPS would contribute positively to elevated examination scores, alleviate the level of anxiety, and improve the students' psychological well-being.

The psychology of positivity and strength-based approaches at work was examined in a 2017 study in particular in terms of the nature of positivity psychology and how strength-based approaches were used (Oades, 2017). Similar to this study that explored three levels in their research work (subjective level, individual level, and group level), our study also used the same amount of construct measurement in terms of the three main variables examined at their levels.

It is also a well-known fact that without having the necessary knowledge of PPS, a large number of students have gained access to college. Previous research studies have focused primarily on the psychological capacity of organisations in industry or the workplace. Very recently, researchers' attention has shifted towards academic institutions. There has been slow but tremendous progress with regard to student PPS problems (Bondarenko et al., 2016).

The functions and significance of PPS were established as part of the study findings. The different literature reviewed in this study and the postulated theory of "Build and broaden" were clearly linked. It also showed clearly that four sub-constructions, including hope, self-efficacy, optimism and resilience, are part of the PPP. Luthans et al. (2007) concluded that PPP provides hope, resilience, efficacy, and optimism, and performance and satisfaction are all related to these elements.

Another study tested a model among teachers in 2010 to find out about the motivational potential of various work resources (Bakker & Leiter, 2010). However while they concluded that intervention and work environment should be optimised at the individual level in an educational institution, it is necessary to remember that their study was conducted among teachers and not students. The perceptions and sources of stress were also studied by researchers and the types of coping mechanisms used were investigated. Various techniques used to decrease the level of stress have also been studied. They suggested, in short, that stress management should be part of the school curriculum in order to equip students with appropriate methods to reduce their level of stress. These recommendations were comparable to our research (Lo et al., 2002).

Therefore this study showed that PPS in the field of psychology is a crucial mediating variable and a valuable component in the management of exam anxiety. For those who lack adequate and efficient study skills, this is especially true.

Hope as an Important Component of Positive Psychological Strengths

Researcher (Lomas & Ivztan, 2016) addressed how in the past few years, the field of positive psychology has developed and flourished among all the fields related to psychology. They examined the dynamic interplay of positive and negative experiences in their study. As a critical component of positive psychology, they used hope. As a discipline, the process of gaining hope is seen as constantly evolving and maturing and further pointed out as well as one of the ways forward to future scholarship. Hope was also used in our research as a sub-construction, indicating the value of hope in this aspect (Peterson et al. 2011; Buyukgoze-Kavas, 2016). Other studies have further reinforced the need for positive psychology training to increase individual hope so that a realistic and relevant goal can be set (Uysal, Satici, & Akin, 2013).

Optimism as Important Component of Positive Psychological Strengths

The role and significance of optimism as part of positive psychology have been reiterated in two recent studies (Nicholls, et al. 2007; Seligman & Csikszentmihalyi, 2014). They explored the connection between mental toughness and coping, mental toughness and optimism, coping and optimism in their research. They managed to establish relationships between the measured variables and also emphasised the need for intervention in the form of mental toughness training. Their results were therefore comparable to this research, in which some of the sub-constructions, such as optimism, served as a critical component of positive psychological strengths. (Yee et al., 2010) supported their assertion and the optimism report, stating that optimism served as a mediator in the relationship between meaning in life and both negative and positive aspects of well-being. In addition, the study concluded that optimism and meaning in life had an effect on adolescents' life satisfaction (Lai et al. 2011).

Self-efficacy as Potential Mediator under Positive Psychological Strengths

The self-efficacy of entrepreneurs between those who persisted in their venture and those who left was examined by Cardon & Kirk (2015) and Wang et al. (2014). Their studies found that persistence was enhanced by passion. They also observed a relationship between self-efficacy and persistence that implied that entrepreneurial action could be sustained by self-efficacy. It was therefore concluded that self-efficacy was considered to be a predictor of self-efficacy and persistence and served as a good mediating factor for entrepreneurial passion. In terms of the role of self-efficacy as a mediating variable under real psychological force, these results coincided with our study. In terms of the approach to the research problem and the target population, however, there were some slight differences. The claim that self-efficacy is a possible mediator has been supported by two other recent studies. The research examined the relationship between the four components of career adaptability and suggested that a higher level of academic satisfaction was significantly linked to high adaptability among undergraduate students (Alessandri et al., 2014; Duffy et al. 2015).

In short, it can be concluded that assessing the self-efficacy of learners when deciding the career choice of the student is paramount. It was further substantiated that self-efficacy in vocational literature was regarded as an acceptable construct. While this study found that self-efficacy as a strong and potential mediator variable was similar, the findings can not be directly compared because their studies focused primarily on vocational and entrepreneurial components.

Resilience as a Prospective Mediator Variable under Positive Psychology

In their study, Zhou et al. (2017) examined resilience as an active mediating variable. They established a relationship between bullying/victimization and symptoms of depression in their research. Their findings showed that the two constructs (bullying/victimization) and depressive symptoms were mediated by resilience. Therefore, their study showed that resilience was an important factor mediating the relationship between intimidation/victimization and childhood depression. With that the vital role of resilience was established as an active mediating variable. Although their study was carried out among Chinese children compared to the target population of college students in Nigeria for our study, this was similar to the findings in our study. In another study conducted relating to organisational induction and psychological resilience of employees, the aspect of resilience coincided with the present study, but all other parts of their study do not comply with the current research study (J shin et al. 2012).

In order to examine the individual differences in psychological resilience from a problematic situation, Tugade & Fredrickson (2004) used the 'Broaden and build theory' of positive emotion. Positive feelings have been used as a strategy for coping. They concluded in their study that positive emotions are related to a rapid recovery from negative situations. In terms of theory and the use of resilience as a sub-construction, the study by Tugade et al. (2004) also studied the same aspects as this study. In other parts of the world, similar studies have also been conducted among college students (Feragen & Stock, 2014; YaLiu & ZhiqiangLiu, 2012; Mulud & McCarthy, 2017).

Relationship between Study Skills and Examination Anxiety among Nigerian College Students

The results based on research question number 4 showed that the path analysis showed that study skills (SSK) were significantly and directly related to examination anxiety and that the relationship was positive. The study question also sought to examine the direct relationship between abilities in the study and anxiety in the examination. It was discovered to be positive and important. The direct relationship showed that a higher level of

positive study abilities contributed to decreased anxiety in the examination. Other studies have reported the same findings (Putwain et al. 2010; Segool et al. 2013). Previous studies, however, concentrated primarily on the relationship between examination anxiety and other research variables. The main objective of this study was to determine whether there is a relationship between abilities in the study and anxiety in the examination. It was found to be beneficial and important (Rumiris, 2015).

Relationship between Positive Psychological Strengths and Examination Anxiety among Nigerian College Students

The relationship between PPS and examination anxiety was demonstrated by study question 5. PPS is significantly and directly related to examination anxiety, the results of the path analysis showed. With high path coefficient, the relationship is positive. In order to examine the direct relationship between PPS and examination anxiety, the research question was intended. The relationship between the two factors has consistently been found to be positive and significant. The direct relationship indicated that the lower the level of examination anxiety, the higher the PPS. This research is in line with another published study (Khan, Siraj, & Lau, 2011). Previous studies, however, focused mostly on the connection between examination anxiety and other variables of research. This study, on the other hand, examined the relationship between study abilities and exam anxiety and discovered a positive and significant relationship.

PPS was found to be a significant predictor of examination anxiety in this study. This finding was in line with the Fredrickson Theory (2001). In the field of PPS, positive emotions are fast becoming more prominent. As an example, the "Broaden and build theory" posits that positive activities can both emotionally and physically "broaden" or improve an individual. It also helps to build perseverance within oneself, and this then translates within the person into an innate resource and potential. In short, the theory supported the effort to improve the capacity and capacity of students' positive emotions (APA 2016).

6. Conclusion

Examination anxiety is a devastating scenario linked to poor study skills and worry, which could lead to enormous setbacks for students to develop apprehension and tension, and the study results make students nervous. Students are likely to adopt inadequate study skills and a number of student-employed skills that constantly lead students to a limited means of logical thinking. Under study skills, the sub-construction noted that taking skills, learning and remembering, organising and planning time, reading motives had helped to establish relationships as dependent variables between study skills and examination anxiety. The study skills analysis shows that it is significantly related to exam anxiety. The direct relationship showed that a higher level of effective study abilities improves the efficient outcome of study abilities, thereby reducing exam anxiety. Similarly, PPS was shown to be significantly and directly linked to examination anxiety by the results of the path analysis. With high path coefficient, the relationship is positive. A null hypothesis is therefore rejected. Mediation between positive psychological strengths (PPS) and anxiety for examination is recognised as effective and important. Positive psychological strengths (PPS) therefore act as an efficient mediator of examination anxiety.

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