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Effect Of Resilience Therapy On Examination Phobia Among Fresher Students In The Universities Of Yobe State, Nigeria

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ABSTRACT
The study examine the effects of resilience therapy on examination phobia among fresher students in the Universities of Yobe State. The study aimed to achieve two objectives with one research question and one hypothesis. To find out the prevalence of examination phobia among fresher students in the Universities of Yobe State. The study used quasi-experimental design in form of pretest, posttest and control group. The populations of this study were the fresher (100 level) students in the Universities of Yobe State. The sample size was drawn using research advisors (2006) where 320 and the sample were purposively selected to participate in the study. The researchers use self-developed instrument for data collection named students examination phobia identification checklist (SEPIC). Percentage and independent t-test were used in the analysis of data. The study findings revealed that there is prevalence of examination phobia among fresher students, equally there is gender difference in the mean scores on examination phobia exposed to resilience therapy among fresher students in the Universities of Yobe State. The study recommended that Student's affairs unit and guidance and counseling centers in the universities should organize orientation and sensitization lectures to newly admitted students before the commencement of continuous assessment (CA) or semester examination. Teacher Counselor /lecturers should make use of resilience therapy to minimize or eliminate examination phobia among fresher students in the University.
Keywords: Resilience Therapy, Examination Phobia students

INTRODUCTION

Education is one of the major linchpins for the well-being of the society in all dimensions; economically, socially and politically as well as technologically. It is for this reason that much importance is attached to its acquisition at all times and at different levels. Thus, a person's education is closely linked to his/her life chances, income and well-being. Education is provided at various levels and one of these levels is undergraduate programme (Degree Programme). This programme is

rigorous and demands adequate time and attention on the side of students taking into cognizance the number of courses being offered, nature of lectures and intensity of the training. Students that take part in such programme include newly admitted students (freshers) and old students among others.

The overall objective of every teaching-learning interaction is to bring about harmonious development of the individual and acquisition of desired knowledge, values and skills to enable him/her function in a particular way. The outcome of successful acquisition of knowledge and skills in the three domains; cognitive, affective and psychomotor domains are measured through series of tests or examinations after a periods of instructions and it is referred as academic achievement (Muktar & Gishiwa, 2020). It is also described as the outcome of education, that is the extent to which a student, teacher or institution have achieved their educational goals. Jackson, (2010) lamented that; beginning of university programme can be a significant life transition in which people's ability to adjust is challenging. Newly admitted students who are commencing university studies found themselves somehow unfamiliar in the campus life often find the experience to be not only new, but also frightening and difficult to deal with it.

Also it comes our notice that in our universities in Yobe State most of the students admitted are from secondary schools in the rural areas where interaction is homogeneous in nature and these categories of students lack tertiary institutions experiences like how to take lectures, writing an assignment and testes as well as examination among others. As such most of the students find it difficult and many among them begin to develop phobia particularly in relation to test and examination.

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In line with the above, students affairs division in our universities in Yobe State has done some efforts to ameliorate such condition by, organizing annual orientation lectures for the newly admitted students. Certainly the orientation lectures is crucial in assisting the students to cope up with some challenges they are facing during their first interactions in the universities like registration processes, booking accommodations, locating library and aware of university rules and regulation (Dos and Don'ts) as well as lecture halls among others.

Equally, guidance and counseling unit in the universities at one point in time deliver psychotherapy to such categories of students (fresher's) to sensitize them and counsel them on their feelings and perceptions toward studies in the universities. From the records of guidance and counseling units of both the universities, students are still displaying their fear and worries for the frustration they are facing at this stage.

Therefore the present study will examine students levels of resilience, how to improve on it in the existing stage and also look at students exposure in respect to their study, how to expose them to certain areas that can enhance fresher students in the universities. Because, examining students' levels of resilience is paramount for them to be able to adjust and cope with the transition in the new environment and to face with the challenges of examination phobia among fresher students. Examinations provoke anxiety for some students. They may be worry about the exam for days before it is to take place or during examination period, when tacking the examination they may experience negative thoughts and unpleasant physical symptoms which prevent them from performing well to the best of their ability, whereas an examination is an evaluation process as maintained by (George, 2014). It is not a phobia but simply a test to judge students' knowledge and capabilities in their personality. Generally Examination period caused tension, make the students nervous whether it is written or oral assessment. Understanding the factors which influence student adaptation is an important area in need of research.

They experience extreme discomfort and anxiety during exam situations, and seek avoidance whenever possible. However, little is known empirically regarding what effects does resilience and exposure therapies has on calibre of these students particularly during examinations in the University.

Resilience refers to the ability to adapt and bounce back from worse situation, failure, conflicts, misfortune, frustration and depression. Resilience can also be defined as the capability of ones and how to positively function in diverse situation (Sneha & Maheswari, 2021). Resilience can be described as one's ability to overcome adverse events. These events might include traumatic

experience, loss, serious health problems and other types of stress event like examination period that can significantly impact health status and well-being.

Therapy is a treatment intended to relieve or heal disorder or to cure a particular phobia. Therapy can also be referred to as the psychological treatment of mental and emotional condition through verbal communication and interaction. Resilience therapy simply refers tom the psychological treatment for helping one to be able to bounce back from adverse event, phobia or traumatic life experience (Masten, 2014).

Examination Phobia is a mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively. Examination phobia is a kind of anxiety which relates to the impeding danger from the environment of the academic institution including teachers, subjects and certain events (Thakur, 2016). Examination Phobia is one of the most common psychological disorders in school aged children and adolescents worldwide. It is associated with substantial negative effects on students, social, emotional, intellectual and academic success (Thakur, 2016).

In a study conducted by Kavakci, Semiz, Kartal, Dikici and Kugu (2014) on test anxiety, prevalence and related variable in the students who are going to take the university entrance examination. The purpose of this study was to test anxiety among students and its diverse effect on students' academic performance. The objectives of the study were to find out the prevalence rate of test anxiety among students. The second objective was to identify the predictors of test and its related variables among students who are going o take the university entrance examination. Descriptive study design was used. The populations of the study are 15700 who will take the university entrance exams. 436 students were randomly selected with which comprises 220 females and 216 males from different schools. The instrument used for data collection was socio demographic form and test anxiety inventory (TAI) Beck depression inventory (BDI) State traits anxiety inventory (SATI). The study finding revealed that approximately half of the students 48.3 % were found with level of test / exam anxiety. The study concluded that the prevalence of exam anxiety was higher. Therefore, the study recommended that test anxiety prevention program should be organized to minimize depression and exam anxiety among students.

Equally, in another study carried out by Thakur (2016). A comparative study of examination phobia among boys and girls in rural and urban area of higher secondary school Raipur (India). The general objective of this study is to find out the significance differences of examination phobia among boys and girls in rural and urban area of higher secondary school. The specific objectives are: To measure the prevalence of examination phobia among boys students at higher secondary school in the rural area. To measure the causes related to examination phobia among girls students at higher secondary school in the rural area. To measure the causes related to examination phobia among boys students at higher secondary school in the urban area. To measure the causes related to examination phobia among girls students at higher secondary school in the urban area. To compare the causes related to examination phobia between boys and girls students of rural and urban area. The design of the study was descriptive survey. The population of the study was 187 and the sample size was 126 participants. The instrument used for data collection was questionnaire. Mean and standard deviation and t test was used in the analysis and result revealed that there is no significant difference between boys and girls related to causes of examination phobia in higher secondary school. The finding also shows that location (rural or urban area) is not a significant factor for causing examination phobia among student in higher secondary school in Raipur India. The study recommended that relaxation techniques, bio feedback (to control stress and muscle tension) family therapy, parents training and meditation as well as to create the healthy atmosphere for students to do study.

Khan and Joseph (2020) conducted a research on the impact of examination fear upon secondary schools students, self-esteem; an investigative study from Karachi Pakistan. The objectives of the study are to examine the prevalence and to identify the factors which causes examination fear among secondary school students, to investigate the prevalence of examination fear on secondary school students self –esteem. The study used survey research design. The study adopt mixed method were questionnaire and interview were used as the instrument of data collection. The researcher used convenient random sampling technique and 138 students were selected to participate in the study. Quantitative data from the questionnaire was analyzed through statistical package of social science (SPSS) 22 through regression analysis.

In a study conducted by Hanfesa, Tilahun, Dessie, Shumet, and Salelew, (2020) on Test Anxiety and Associated Factors among First-Year Health Science Students of University of Gondar, Northwest Ethiopia: A Cross-Sectional Study. The general objective of the study was: To assess the prevalence of test anxiety and associated factors among first-year regular undergraduate health science students of the University of Gondar, northwest Ethiopia. The Methods adopted in this research is an institutional-based cross-sectional study using survey design. The population of the study was 813 and the sample size used in the study was 349 first year students with a stratified random sampling technique. The results of this study revealed that, the prevalence of test anxiety was 54.7% among first year students in the University of Gondar. In Conclusion the study equally found that test anxiety is a major problem of first-year undergraduate health science students.

House, (2013) conducted a research on the predictors of resilience in first-year university students of Tasmania. The objectives of the study were to identify the concurrent demographic intrapersonal and interpersonal factors predicting resilience in first year university students. To investigate whether there were differences in the experiences of full-time and part-time students in resilience. The design adopted for the study was survey design. The population of the study is all first year students. Simple random sampling technique was used in the selection of participant. The sample size was 420 students participated in the study. Questionnaire was used as the instrument of data collection. T-Test, Mean and standard deviation were used for data analysis in this study. The study revealed that high level of personal growth initiative, optimism and social adjustment determines higher level of resilience among university students. The study also revealed that part-time student reported higher level of resilience compared to full-time students in the university

In another study conducted by Lawal, Idemudia, and Adewale, (2017) on academic self-confidence (Resilience) effects on test anxiety among Nigerian university students. The study investigated academic self-confidence effects on test anxiety indicators of performance impairment and intrusive worry. The population of the study was 206 Nigerian undergraduate students comprising males and females. The students took the Westside Test Anxiety Scale as instrument of data collection administered by the researchers. Data were analyzed to predict performance impairment and intrusive worry from academic self-confidence, taking into account student's years of study and gender. The study results further discover that, first year students reported higher intrusive worry than those in second, third and fourth year of studies in the university.

Similarly, in a study conducted by Barrington, Hancock, and Clough (2019) on the impact of Resilience program on students anxiety, depression and mental toughness. The aimed to investigate the impact of resilience program in school using anxiety and depression measures. To examine the relationship between mental toughness and educational outcomes. The study adopted experimental design. The participants were 139 year five students from an Abu Dabhi primary school. (70 Boys and 69 Girls). The final sample comprises 134 participants (66 and 68). The researchers conducted a six week experimental study where the 38 students assigned to the experimental group and fifty one students 51 were to control group. Six time hour lectures were thought to the experimental group by the researchers. The instruments of data analysis were mean and standard deviation, correlation analysis, t-test analysis and analysis of variance the findings of the study revealed that there was a strong positive correlation between anxiety and depression. Analysis of variance found that the resilience program had more significant effect.

Statement of the Problem

Certainly various studies justified that numerous factors and conditions of learning brings about phobia among students particularly fresher students when they are expecting test or examination in the universities (Javed & Khan 2011). Also George, (2014) lamented that examinations provoke anxiety to some students at different level. Certainly students have examination phobia. Because when taking or writing examination, some of them may experience negative thoughts or fear of failure and at most time lead to unpleasant physical symptoms which prevent them from performing well to the best of their ability whereas an examination is an evaluation process through which students learning is measured (George, 2014).

However, examinations in the university are likely to cause phobia among students because it is often being the first time at this level students experienced such kind of evaluation of their performance and these make them to exhibit certain level of anxiety and phobia due to lack of social support, intensive orientation and exposure as well as resilience building at the side of the students, inadequate ideas on

how the examinations and problem of adjustment in the university are among the factors that cause examination phobia and other academic stress among students in universities of Yobe State.

Currently in our universities in Yobe State, newly admitted students are not in exception to these kind of phobia particularly when test was announce or examination time table was released. Students may begin to express complains, worries and their fear toward the examination. These and other related factors are as a result of new transition from basic education to higher education and as a result of maladjustment to university life among others.

Therefore, despite the efforts of the university management, guidance and counseling unit and student's affair division in minimizing student's phobia in examination, the issue still is escalating particularly among fresher student, if left uncheck this and other related factors may lead to poor academic performance, psychological imbalance and deteriorating the quality of education and productivity of these universities. Hence the rationale behind this research. **Objectives of the study**

The study attempted to achieve the following objectives;

1. To determine the prevalence of examination phobia among fresher students in Universities of Yobe State.
2. To determine the gender difference in the post-test mean score on examination phobia exposed to resilience therapy among fresher students in the Universities of Yobe State.

Research Question

The study equally attempted to answer one research question;

1. To find out the prevalence of examination phobia among fresher students in Universities of Yobe State?

Hypotheses

The following null hypothesis was formulated for the study;

1. There is no gender difference in the post-test mean score on examination phobia exposed to resilience therapy among fresher students in the Universities of Yobe State.

METHOD

Research Design

This research adopted a quasi-experimental design inform of experimental and control group to examine the effects of resilience and exposure therapies on examination phobia among fresher students of universities in Yobe State. It employed the use of nonequivalent group design as a type of quasi-experimental design involving at least two groups both of which may be pretested; one group will received the experimental treatment and both groups will be post-tested. In quasi-experimental studies, researchers does not randomly assign participants to groups (Cook & Campbell 2011).

Diagramatical representation of the design

Group		pretest	treatment	post-test
Experimental	X0	⟶	X^1	⟶ X3
Control	X0	⟶	$X0^1$	⟶ X3

The population of this study consists of all one hundred level (100 level) students of universities in Yobe State Nigeria. Fresher students who were newly admitted in Federal University Gashua and Yobe State University were the target subject that participated in this study. Therefore, the target population was selected in four (4) different faculties from the above two Universities in Yobe State which comprises one thousand seven hundred and eighty six newly admitted (1786) fresher students. As such the distribution of target study population is presented in the table below as:

Table 1: Distribution of target population

S/N	University	Number of Faculties	Number of student		Total
			Male	Female	
1	Yobe State University Damaturu	2	506	324	830
2	Federal University Gashua	2	513	443	956
	Total				**1786**

Source: Records Office, (2022)

Sample Size

The sample of size for this study consists of one hundred and eighty six 186 male and one hundred and thirty four 134 female fresher students. This will made up of three hundred and twenty (320) fresher students from four (4) different faculties in Yobe State University Damaturu and Federal University Gashua all in Yobe

Sampling Technique

Purposive sampling technique was used in selecting the subjects across the four Faculties from two different Universities in Yobe State.

Data Collection Instrument

The researchers used self-developed instruments for identification of students having an examination phobia and for data collection for this study, namely: Students Examination Phobia Identification Checklist (SEPIC

Data Collection Procedure

The researcher administered the instrument to fresher students after requesting for permission from the Federal University Gashua and Yobe State University Damaturu to have contact with students and other staff.

RESULTS

The data collected for this study was analyzed using both descriptive and inferential statistics to answer research question and to test the hypothesis.

Research question: *Is examination phobia prevalent among fresher students in the Universities of Yobe State?*

Frequency count was used to determine the prevalence of examination phobia among fresher students in the Universities of Yobe State Nigeria. A student responding to student's examination Phobia Identification checklist was scored on 4 likert scale to identify the students with exams phobia. The responses on the items was weighted by assigned numerical value as strongly Agreed (SA) receive a weight of 4 point, Agreed (A), 3 point, Disagreed (DA), 2 point, Strongly Disagreed (SD), 1 point respectively. The sum weight of all the items chooses by the respondents represents the individual's total score. Therefore, any student having less than 30% indicates that student's don'ts have examination phobia. While any students who score 30% and above indicate that students is having examination phobia. As such this student needs resilience therapy treatment in order to minimize or eliminate the exam phobia. Based on the data collected in the pretest of both experimental and control group, the findings of this study revealed that; about 76% of all the fresher students from both State and Federal University in Yove State have examination phobia. Therefore, there is prevalence of examination phobia among fresher students in the Universities of Yobe State.

Hypotheses Testing

There is no gender difference in the post-test mean score on examination phobia exposed to resilience therapy among fresher students in the Universities of Yobe State.

Table 2: Gender difference in the mean score of Examination phobia exposed to resilience therapy among fresher students in the Universities of Yobe State.

Variables	N	X	SD	Df	t-cal	p-value	sig
Male	186	24.04	.9047	104	4 .057	0.001	0.05
Female	134	18.76	.7766				

Table 2: above shows the analysis of the independent sample t-test for posttest mean score of the male and female fresher students exposed to resilience therapy. The observed p-value 0.001 which is less than the significant value (0.05) with df =104. The null hypotheses which says there is no gender difference in the post-test mean score on examination phobia exposed to resilience therapy among fresher students in the Universities of Yobe State is rejected. And the reason for rejection is because the observed p value (0,001) is less than the significant level (0.05). Therefore, there is gender difference in the posttest mean score on examination phobia exposed to resilience therapy among fresher students in the Universities of Yobe State.

The study findings revealed that there is prevalence of examination phobia among fresher students in the Universities of Yobe State. Therefore the finding of this study agreed with, Kavakci, Semiz, Kartal, Dikici and Kugu (2014), Thakur (2016), Khan and Joseph (2020) and Hanfesa, Tilahun, Dessie, Shumet, and Salelew, (2020) who found that there is prevalence of test/examination phobia among students at different levels.

Equally the results of this study clearly revealed that there is gender difference in the posttest mean score on examination phobia exposed to resilience therapy among fresher students in the Universities of Yobe State. This indicates that resilience therapy is effective intervention in the treatment of examination phobia among students. Therefore, the result of this study agreed with House (2013), Gorge (2014) and Barrington, Hancock, and Clough (2019) who discover the effectiveness of resilience therapy and found significant gender differences in the mean score of students exposed to resilience therapy.

CONCLUSION

In conclusion, based on the findings of the study, the research shows that there is prevalence of examination phobia among fresher students in the Universities of Yobe State. Likewise the finding of this research work shows the effect of resilience therapy in minimizing examination phobia among fresher students particularly in the University.

RECOMMENDATIONS

From the findings and conclusion of this study, it is recommended that;

1. Student's affairs unit and guidance and counseling centers in the universities should organize orientation and sensitization lectures to newly admitted students before the commencement of continue assessment (CA) or semester examination.
2. Teacher Counselor /lecturers should make use of resilience therapy to minimize or eliminate examination phobia among fresher students in the University.

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