Academic Resilience, Social Intelligence, Examination Anxiety and Academic Performance among Students in Tertiary Institutions in Delta South Senatorial District

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Abstract: This study investigated academic resilience, social intelligence, examination anxiety and academic performance among tertiary students in Delta South Senatorial District. to guide the study seven research questions and seven hypotheses were formulated and tested. This study adopted an *ex-post facto* research design which is correlational. The sample of this study consists of three hundred and seventy-five (375) students drawn from the entire population. The sample was selected using multi-stage sampling technique. The two instruments used for data collection were Academic Resilience, Social Intelligence, Examination Anxiety Questionnaire (ARSIEAQ) and GPA checklist. The face, content and construct validity of the instruments was determined. The reliability of the instruments was also determined and the internal consistency reliability coefficient obtained for Academic Resilience Scale, social intelligence scale and Examination Anxiety scale were 0.86, 0.83 and 0.71 respectively. Data collected were analyzed with Simple correlation, linear regression, multiple linear regression and analysis of covariance at 0.05 level of significance. The major findings of the study showed that The major findings of the study showed that there was a significant strong positive relationship between academic resilience and academic performance of tertiary institution students; there was significant relationship between social intelligence and academic performance of tertiary institution students; there was significant negative relationship between examination and academic performance of tertiary institution students; there was a significant relationship between academic resilience, social intelligence examination anxiety and academic performance of tertiary institution students; there was a significant predictive effect of sex and academic resilience on the academic performance of tertiary institution students; there was a significant predictive effect of sex and social intelligence on the academic performance of tertiary institution students; and there was a significant predictive effect of sex and examination anxiety on the academic performance of tertiary institution students in delta south senatorial district. Based on the findings, it was recommended among others that tertiary institutions administration should incorporate academic resilience skill-building into the various course of study and teaching methods, to help students develop the ability to handle academic impediments, challenge, difficulty and stress in academic or school environment.

Key Words: Academic Resilience, Social intelligence, Examination anxiety, Academic performance.

I. INTRODUCTION

Nigeria's educational system comprises of three main sectors which include primary and junior secondary education that is collectively called Basic Education (that usually lasts for nine years), senior secondary education that is usually last for another three years) and tertiary education that usually lasts for four to six years, depending on one's academic discipline of study. The tertiary system of education is made up of the university sector and a non-university sector. The university sector consists of polytechnics and colleges of education. The entire tertiary institution is a university or non-university sector offers academic opportunities for students to study any course of their choice.

The tertiary education institutions are saddled with the responsibility of producing quality graduates who will become great leaders and workforce for the country labour sectors. The main criterion for graduating students into the labour market is academic performance. It has become an index of the student's future in this highly competitive world. Busari (2000) stated that academic performance is the display of knowledge attained or skills developed in a school subject. Dimbisso, (2009) explained that academic performance is how learners handle their studies as well as how they achieve the various tasks given to them by their teachers at a particular time or academic session. Academic performance in various subject areas is measured through grades, marks, and scores assigned by teachers. Grades and scores obtained by students represent students' mental ability and scholastic standing.

Academic performance It is also an indicator of the effectiveness of schools, indicators of quality of education, a determinant of the level of academic sucess of students in particular and the nation in general (Lewin, Wasanga & Somerset, 2011). Academic performance also determines job placement. Students who have high academic scores or cumulative grade point average (CGPA) in their tertiary education have more opportunities to choose their future jobs and get paid a higher salary. Whereas better academic performance has numerous positive impacts, poor academic

performance could negatively affect students, teachers, and the entire society (Tshewang, 2015).

Poor academic performance by numerous students in both public and private institutions of higher learning has gained significant attention by most researchers in the field of educational psychology. Many research efforts have been directed towards identifying the factors responsible for the persistence of poor academic performance among students. Some studies (Abdu-Raheem, 2015; Adekunle and Femi-Adeoye, 2016) have shown that sociodemographic factors like students' attitudes, interests, sex, parent socioeconomic status and learning habit are some factors affecting students' academic performance. However, the researcher, in this present study believed that other psychological factors such as academic resilience, social intelligence, and examination anxiety could also be factors affecting students' academic performance.

Academic resilience has to do with students' capability to handle academic impediments, challenges, difficulty and stress in academic or school environment. Mwangi, Okatcha, Kinai and Ireri (2015) defined Academic resilience as the capacity of students to resolve academic difficulties, tension and school-related pressure to learn. Abiola and Udofia (2011) describe academic resilience as internal capacity, ability, positivity, the flexibility that enable students to cope while going through academic pressure and challenges. Put differently, academic resilience can sustain interest, passion, effort and persistence toward achieving long-term future goals despite challenges. Jowkar Kojuri. Kohoulat, and Hayat (2014) asserted that academic resilience is vital in education, and it could be a predictor of academic performance. Muhammad, Hafiz, Naeemullah, and Nadeem, (2010) stated that academically resilient students tend to perform better academically irrespective of their home background. This means that academically resilient students are better able to cope with academic stress during teaching and learning. Academically resilient students tend to sustain better academic performance even when faced with academic challenges or stress that threaten their academic ability and performance. Martin and Marsh, (2006) reiterated that resilience could affect students level of success in every aspect of life, including academic performance. However, there is a dearth of empirical studies on the relationship between academic resilience and academic performance among tertiary institution students. Hence the need for this study.

Social intelligence is another variable of interest in this study. Silvera, Martinussen, and Dahl (2001) defined social intelligence as a multidimensional construct that can accurately measure individuals' ability to read other people and understand their intentions and motivations. It is the capacity to negotiate complex social relationships and environments. Joseph and Lakshmi (2010) believe that it is social intelligence, which describes human beings, rather than abstract intelligence. Grieve and Mahar (2013) thought that

social intelligence is an overall self- and social-consciousness estimate, evolved social perceptions and opinions, and readiness and desire to manage complex change in society. According to Nejad, Pak, and Zarghar, (2013) Social intelligence is the capacity of a person to optimally understand his or her environment and respond properly to it. Gkonou and Merce (2017) stated that social intelligence centres on people's interpersonal awareness and social facility, their ability or skill to deal with social relationships effectively, co-operate and collaborate with others, and create and participate in group activities. Joseph and Lakshmi (2010) noted that social intelligence enhances collaborative learning among students, as socially intelligent students tend to participate actively in groups discussions where they encourage each other to ask questions for better understanding. Socially intelligent students tend to understand and interpret a group's discussion and contribute meaningfully during learning activities. Merrell and Gueldner, (2010) explained that socially intelligent students tend to be proactive due to the motivation to learn. Hence they are more curious in the classroom. Social intelligence enables students to develop a wide range learning-related skills that allow students to study independently, work in groups, build and maintain friendships, and respond appropriately to adult feedback and correction (Gresham, Sugai, & Homer, 2001). Saxena and Jain (2013) explained that socially intelligent students are more likely to be active, especially concerning their academic work and other school activities. They raise issues for discussions, attend class activities regularly, ask questions and are ready to attempt answering questions from the lecturers and their peers. They seem to enjoy and are encouraged by almost everything around them in the school environment. Students who behave this way are said to be socially intelligent and as such, develop a hopeful feeling that they would excel in their academic pursuits.

Examination anxiety is another variable in this study. Since the advent of western education in Nigeria, an examination has been one of the major instruments used for the evaluation of learners' academic performance, and students take several examinations in the course of their schooling as the results of such are essential for decisions making about students and educational programs including determining levels of curriculum mastery, report card grades, grade level promotions, honours, and graduation (Carter, Wehby, Hughes, Johnson, Plank, Barton-Arwood, Lunsford, 2005). Possibly due to pressure to perform well, among other factors, students in a tertiary institution often experience heightened stress and anxiety during the examination; thus, examination anxiety has become a pervasive problem over the years (Lawson, 2006). Examination anxiety is a state of uneasiness, worry or feeling of uncertainty about impending or on-going evaluation program, examination (Okorodudu & Ossai, 2004). Ojediran and Oludipe, (2016) stated that examination anxiety is a type of performance anxiety — a feeling someone might have in a situation where performance really counts or when the pressure is on to do well.

Examination anxiety is usually accompanying by uneasiness, fear, and recurring feelings or thoughts of possible failure that are experienced during examination conditions. Anxiety levels in different subjects may be different. Some subjects may exhibit higher levels of anxiety than others. Core courses that are perceived by students to be difficult will trigger anxiety in the individual student and consequently interfere with their performance. Eysenck, (2012) suggests that examination anxiety may consume cognitive resources (i.e., attention and working memory resources), thus preventing students from concentrating on the examination. Linnenbrink, (2007) stated that examination anxiety may affect students' learning and impede the use of efficient learning strategies. Whatever the underlying cause, examination anxiety may reduce or improve students' academic performance by interfering with examination preparation, their performance while taking an examination.

One factor that may have a moderating impact on either academic resilience, social intelligence, examination anxiety and students' academic performance is sex. sex is biological and sociodemographic characteristics of being a boy (male) or a girl (female). Sex differential issue within the educational literature is an area that has attracted a lot of attention. Sex differences in academic performance have been among the contemporary issues in the current academic debate all over the world (Abdu-Raheem, 2012). While most studies conducted on sex and academic performance indicated that sex as a factor could affect academic performance and that students as boys are likely to show better performance than girls (Adesogi & Olatunbosum, 2008) others show no relationship between sex and academic performance. This means that studies of the relation between sex and academic performance have not been consistent. Hence the need to explore the moderating impact of sex on academic performance in this study.

The foregoing discussion suggests that the issue of academic resilience, social intelligence, and examination anxiety could have a negative or positive impact on students' academic performance. It is upon this premise that the present study investigated the relationship between academic resilience, social intelligence and examination anxiety on academic performance among tertiary students in Delta South Senatorial District.

Statement of the Problem

The widespread recognition that tertiary education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high-quality tertiary education more important than ever before. Tertiary institution students' performance is usually expressed in terms of a grade point average (GPA). Grade point average (GPA) is typically conceptualized as a measure of academic performance. Several studies have also indicated that students' academic performances over the years are not very impressive. The problem of poor academic performance in

tertiary institutions is evidenced by a large number of students who drop out or are expelled either in a college of education, polytechnic or university as a result of their inability to cope with various academic challenges or attain minimum grade point average required for promotion to the next academic level. Evidence also abound that the quality of graduates turning out of our tertiary institutions in the country over the years has left much to be desired. Many graduates in Nigeria are unemployed and there is a general public complaint that many graduates in the country are unemployable and those employed are not competent. Poor academic performance among students is indeed a thing of great concern to parents, teachers, school management, the government, curriculum designers and the general public, to this effect a lot of researches have in the past years investigated factors that affect students' academic performance, ranging from social to psychological factors such as resilience, social intelligence, and examination anxiety.

Even though many educationists believe that resilience, social intelligence, and examination anxiety influences students' academic performance in school, not many empirical studies have been carried out in recent times to support this assertion, especially in Delta Delta South Senatorial District. A paucity of empirical studies on the influence of resilience, social intelligence, examination anxiety on academic performance particularly among tertiary students in delta south senatorial district was one of the major concern of the researcher that necessitated this study; academic resilience, social intelligence, and examination anxiety on academic performance among tertiary students in delta south senatorial district. The problems of this study put in a question form are: What is the extent of relationship among academic resilience, social intelligence, examination anxiety and academic performance of tertiary students in delta south senatorial district?

Purpose of the Study

The purpose of this study is to investigate academic resilience, social intelligence, examination anxiety and academic performance among tertiary students in Delta South Senatorial District. Specifically, the study:

1. ascertained the relationship between academic resilience and academic performance of tertiary institution students in Delta South Senatorial District
2. assessed the relationship between social intelligence and academic performance of tertiary institution students in Delta South Senatorial District
3. determined the relationship between examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District.
4. sought the relationship among academic resilience, social intelligence, examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District.

5. examined the relationship between sex and academic performance of tertiary institution students in Delta South Senatorial District.
6. explored the predictive effect of sex and academic resilience on the academic performance of tertiary institution students in Delta South Senatorial District
7. find out the predictive effect of sex and social intelligence on the academic performance of tertiary institution students in Delta South Senatorial District.
8. investigated the predictive effect of sex and examination anxiety on the academic performance of tertiary institution students in Delta South Senatorial District.

Hypotheses

The following null research hypotheses were formulated to guide the study.

Ho$_1$: There is no significant relationship between academic resilience and academic performance of tertiary institution students in Delta South Senatorial District.

Ho$_2$: There is no significant relationship between social intelligence and academic performance of tertiary institution students in Delta South Senatorial District.

Ho$_3$: There is no significant relationship between examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District.

Ho$_4$: There is no significant relationship among academic resilience, social intelligence, examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District.

Ho$_5$: There is no significant relationship between sex and academic performance of tertiary institution students in Delta South Senatorial District.

Ho$_6$: There is no significant predictive effect of sex and academic resilience on the academic performance of tertiary institution students in Delta South Senatorial District

Ho$_7$: There is no significant predictive effect of sex and social intelligence on the academic performance of tertiary institution students in Delta South Senatorial District.

Ho$_8$: There is no significant predictive effect of sex and examination anxiety on the academic performance of tertiary institution students in Delta South Senatorial District.

Significance of the Study

The outcome of this study will be of great benefit to lecturers, students, school administrators, school counsellors, curriculum planners, and researchers. The result of this study will be of benefit to lecturers. It may enable them to see the need to identify and assist students who are at risk of probation or dropping out of school as a result of poverty and adverse situation. It would also be of benefit to lecturers as it would provide them with useful information on how to reduce examination anxiety to improve the teaching-learning process in the classrooms.

The study would be of benefit to school administrator as it will enable them to assess the resilience of all students in the school system and use the data to help create meaningful educational and social programs for students.

The study would be of benefit to the students because they will see the need to seek counselling before doing examinations to increase their confidence. They will also see the need to have adequate rest before sitting for examination and avoid last-minute revision.

The study would be of benefit to the counsellors. The outcome of the study will be of benefit to school counsellors because it may enable them to see the need to ensure that all students receive support in academic, career, and personal-social development.

The result of this study will serve as a reference point to policy-makers as it will enable them to develop a curriculum that is inclusive of strategies of coping with examination anxiety and also develop guidebooks to help students deal with examination anxiety.

Researchers in other fields of study will find the results of this study useful. The relevant information that will be provided by this study will become a future reference for other research studies.

Scope and Delimitation of the Study

This study will determine the relationship between academic resilience, social intelligence, examination anxiety and academic performance among students of tertiary institutions in Delta South Senatorial District. The study covered variables such as resilience, social intelligence and examination anxiety which are the independent variables while the dependent variable is students' academic performance. The study also covered all the entire tertiary institutions campuses sited across delta south senatorial of Delta State. The scope is however delimited to only students in three tertiary education campuses in Delta South Senatorial district of the Delta State. The campuses include Delta State University, Oleh Campus, Delta State Polytechnic, Ozoro**,** and College of Education, Warri**.**

II. RESEARCH METHOD AND PROCEDURE

Design of the Study

This study adopted an *ex-post facto* research design. It is correlational. The researcher has no control over the variables of interest and therefore cannot manipulate them. Thus, the researcher deemed it wise to use this design the study examines the relationship among academic resilience, Social intelligence and examination anxiety on the academic performance of tertiary institution students in delta south senatorial district.

Population of the Study

The population of this study consists of 11,125 students in all the tertiary institutions in delta south senatorial district in Delta State during the 2018/2019 academic session. The population was drawn from only Delta State Government owned tertiary institutions in the Senatorial Districts. The population distribution of tertiary institution students in Delta South Senatorial District is illustrated in Appendix I

Sample and Sampling Technique

The sample of this study consists of three hundred and seventy-five (375) students drawn from the entire population using the statistical table of Krejcies and Morgan (2006) (see Appendix II). Krejcies and Morgan (2006) suggested that for a population that is above 10,000 a sample size of 375 is adequate at a 95% confidence level. Krejcies and Morgan (2006) statistical table was used to ensure that a manageable sample was obtained from the entire population.

A multi-stage sampling technique was used in selecting the sample for the study. In the first stage, the purposive sampling technique was to select three tertiary institutions comprising one University, one College of Education and one Polytechnic. At the third stage, a imple random sampling technique will be used to select 125 students from each selected tertiary institution. The justification for sampling is to get a true representation of the population from each of the selected tertiary institutions.

Research Instrument

The two instruments used for data collection were the questionnaire and GPA checklists. The questionnaire was titled "Academic Resilience, Social Intelligence, Examination Anxiety Questionnaire (ARSIEAQ)". The questionnaire was subdivided into two sections; Section A was designed to collect respondents' data such as; the name of institution, sex (male or female), level and course of study, parent educational qualification while section B four subsections which are Academic resilience scale(ARS) adapted from Cassidy (2016), social intelligence scale(SIS) adapted from Miroslav, and Zuzana (2014), Examination anxiety scale(EAS) adopted from Speilberger (as cited in Eubank, 1993). The checklist was used to collect students last GPA. In the Academic resilience scale (ARS) and social intelligence scale(SIS) respondents will be asked to indicate their opinion on modified four points Likert scale with close-ended items as Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) points while in Examination anxiety scale(EAS) respondents were asked to indicate their opinion on four-point scale of 4-Always(A), 3-Often (O), 2-Sometime (S) and 1-Never(N) (as shown in Appendix III).

Validity of the Instrument

The validity of the instrument was established by three (3) experts in the Guidance and Counselling Department, among whom is the researcher's supervisor. These experts assessed the instruments for appropriateness and suitability to the study, and their suggestions were effected for correction(s). The content and construct validation of the instrument was done using factor analysis. The instrument was administered to 50 tertiary institution students from Delta Central Senatorial District and the data obtained was subject to factor analysis. The content and construct validity of the instrument - Academic resilience, Social Intelligence, Examination Anxiety and Academic Performance Questionnaire (ARSIEAAPQ) was estimated using multivariate factor analysis. The Principal Component Analysis (PCA) was used for processing the data. The Varimax Kaiser Normalization extraction method was also utilized in estimating the content and construct validity.

The content and construct validity of the instrument Academic Resilience Scale(ARS), Social Intelligence Scale(SIS) and Examination Anxiety Scale(EAS) were estimated using factor analysis. The Principal Component Analysis (PCA) was used for processing the data. The Varimax Kaiser Normalization extraction method was used in estimating the content and construct validity. The content validity of each of the scales was shown by the total Cumulative variance of all the items. For instance, Academic Resilience Scale(ARS) has a total Cumulative variance of all the items as 76.16 %(see Appendix V). The PCA result in Appendix V revealed that all the 20 items in ARS covered up 76.16% of the domain of the ARS variable with a total of unexplained variance of 23.84%.

The Social Intelligence Scale (SIS) has a total Cumulative variance of all the items as 80.86 % (see Appendix VII). The result in Appendix VII indicated that all the 20 items in SIS covered up 80.86% of the domain of SIS variable with a total of unexplained variance of 19.14%. The Examination Anxiety scale (EAS) has a total Cumulative variance of all the items of 79.81 %(See Appendix IX). The PCA result in Appendix IX showed that all the 20 items that made up the EAS covered up 79.81% of the domain of the EAS variable with a total of unexplained variance as 20.19%. The unexplained variances in all the scales were altogether very minimal. Hence the instruments used in this study were valid and appropriate for the study.

On the other hand, the construct validity was estimated with the rotated factor loadings matrix. Items that measured academic resilience has a rotated factor loadings matrix which ranged between .50 and .93 (Appendix V). Since the rotated factor loading matrixes range between .46 and .95 all the items in the ARS will contribute much to measuring the underlying factors, hence the instrument was considered to be construct valid. Items that measured social intelligence in the SIS has rotated factor loadings matrix which ranged between .41 and .93 (Appendix VII). Since the rotated factor loading matrixes of all the items is greater than .40 the instrument was considered to be construct valid. The variables will contribute much to measuring the underlying factors. Items that measured social intelligence in the EAS has

rotated factor loadings matrix which ranged between .42 and .88(Appendix IX). Since the rotated factor loading matrixes of all the items is greater than .40 the instrument was considered construct valid. The variables contribute much to measuring the underlying factor which are examination anxiety.

Reliability of Research Instrument

A pilot test of the questionnaire was carried on 50 tertiary institution students in Delta Central Senatorial District. The result of the test was used to compute the reliability of the instrument. The Cronbach Alpha was applied for the computation of the reliability coefficient of the four subscales of the instrument. The internal consistency reliability coefficient for the three subscales was 0.86 for Academic Resilience Scale (See Appendix IV), 0.83 for social intelligence scale (Appendix VI), and 0.71 for the Examination Anxiety scale (Appendix VIII). A general reliability coefficient of 0.89 (Appendix X) was also obtained for the entire scale.

Methods of Data Collection

The questionnaire was administered to tertiary institution students directly by the researcher with the help of two (2) research assistants, who were properly sensitized and trained on the purpose and nature of the study. The researcher was on the ground throughout the period. The questionnaire was retrieved immediately, at the end of the exercise.

Methods of Data Analysis

To determine the relationship between the variables-resilience, social intelligence, examination anxiety and academic performance. The hypotheses were tested using linear and multiple linear regression and analysis of covariance at a 0.05 level of significance. The statistical method was considered suitable because it enables the researcher to statistically determine the relationship between the variables.

III. PRESENTATION OF RESULTS AND DISCUSSION

This section deals with presentation and discussion of the result of analysis of the data collected for the study. The statistical analysis was done in line with the research questions and hypotheses raised to guide this study.

Presentation of Results

The result of the data analysis in line with hypotheses were presented in Table 1 to 8.

Hypothesis One: There is no significant relationship between academic resilience and academic performance of tertiary institution students in Delta South Senatorial District.

Table 1: Linear Regression Analysis of the Relationship between Academic Resilience and Academic Performance of Tertiary Institution Students in Delta South Senatorial District.

Model	r	r- square	Adjusted r-square	Std. Error of the Estimate
1	.84a	.70	.70	.41

ANOVAa					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	146.97	1	146.97	864.53	.00b
	Residual	62.81	373	.17		
	Total	209.78	374			

α = 0.05

Table 1 shows a linear regression analysis of the relationship between academic resilience and academic performance of tertiary institution students in Delta South Senatorial District. The computed F-value of 864.53 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 significant relationship between academic resilience and academic performance of tertiary institution students in Delta South Senatorial District. From Table 1, the coefficient of determination r^2 is 0.70. This value signified the extent of the relationship between the two variables. The r^2 indicated that academic resilience contributed 70% to the variation in academic performance among tertiary institution students.

Hypothesis Two: There is no significant relationship Between social intelligence and academic performance of tertiary institution students in Delta South Senatorial District.

Table 2: Linear Regression Analysis of the Relationship Between Social. Intelligence and Academic Performance of Tertiary Institution Students in Delta South Senatorial District

Model	r	r-square	Adjusted r-square	Std. Error of the Estimate
1	.78a	.60	.60	.47

ANOVAa					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.70	1	126.70	575.91	.00b
	Residual	83.07	373	.22		
	Total	209.78	374			

α = 0.05, p < .05

Table 2 shows a linear regression analysis the relationship between social Intelligence and academic performance of tertiary institution students in Delta South Senatorial District. The computed F-value of 575.91 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 social intelligence and academic performance of tertiary institution students in Delta South Senatorial District.

From Table 2, the coefficient of determination r^2 is 0.60. This value signified the extent of the relationship between the two variables. The r^2 indicated that academic resilience contributed 60% to the variation in academic performance among tertiary institution students.

Hypothesis Three: There is no significant relationship between examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District.

Table 3: Regression Analysis of the Relationship Between Examination Anxiety and Academic Performance of Tertiary Institution Students in Delta South Senatorial District.

Model	r	r- square	Adjusted r-square	Std. Error of the Estimate
1	.80[a]	.64	.64	.45

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	134.86	1	134.86	674.30	.00[b]
	Residual	74.92	373	.20		
	Total	209.78	374			

α = 0.05

Table 3 shows a linear regression analysis of the relationship between examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District. The computed F-value of 674.30 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 examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District. From Table 3, the coefficient of determination r^2 is 0.64. This value signified the extent of the relationship between the two variables. The r^2 indicated that examination anxiety contributed 64% to the variation in academic performance among tertiary institution students.

Hypothesis Four: There is no significant relationship among academic resilience, social intelligence, examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District.

Table 4: Multiple Regression Analysis of the Relationship among Academic Resilience, Social Intelligence, Examination Anxiety and Academic Performance of Tertiary Institution Students in Delta South Senatorial District

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.86[a]	.74	.73	.39

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	154.77	3	51.59	343.53	.00[b]
	Residual	55.01	371	.15		
	Total	209.78	374			

α = 0.05

Table 4 shows the multiple regression output of the relationship among academic resilience, social intelligence, examination anxiety and academic performance of tertiary institution students in delta south senatorial district. The computed F-value of 343.53 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. Hence, the null hypothesis was rejected. This implies that there was significant relationship among relationship among academic resilience, social intelligence, examination anxiety and academic performance of tertiary institution students in delta south senatorial district.

From Table 4, the coefficient of determination R^2 is 0.74. This value signified the extent of the relationship between the variables. The R^2 indicated that academic resilience, social intelligence and examination anxiety jointly contributed 74% to the variation in academic performance among tertiary institution students. Thus, it was concluded that there is a strong positive relationship among academic resilience, social intelligence, examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District.

Hypothesis Five: There is no significant relationship between sex and academic performance of tertiary institution students in Delta South Senatorial District.

Table 5: Linear Regression Analysis of the Relationship Between Sex and Academic Performance of Tertiary Institution Students in Delta South Senatorial District.

Model	r	r-square	Adjusted r-square	Std. Error of the Estimate
1	.87a	.76	.76	.36

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	160.33	1	160.33	1209.53	.00[b]
	Residual	49.44	373	.13		
	Total	209.78	374			

α = 0.05

Table 5 shows a linear regression analysis of the relationship between sex and academic performance of tertiary institution students in delta South senatorial district.

The computed F-value of 1209.53, 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 peer pressure and sexual behavior of tertiary institution students in Delta Central Senatorial District. The r^2 value of 0.76 showed that 76% of variance in academic performance was accounted for by sex.

Hypothesis Six: There is no significant predictive effect of sex and academic resilience on the academic performance of tertiary institution students in Delta South Senatorial District.

Table 6: Analysis of Covariance (ANCOVA) of Sex, Academic Resilience and Academic Performance of Tertiary Institution Students in Delta South Senatorial District.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	159.97[a]	2	79.98	597.36	.00
Intercept	145.14	1	145.14	1083.97	.00
Sex * Academic resilience	159.97	2	79.98	597.36	.00
Error	49.81	372	.13		
Total	4069.00	375			
Corrected Total	209.78	374			
a. R Squared = .763 (Adjusted R Squared = .761) α = .05					

Table 6 shows the ANCOVA analysis of the predictive effect sex and academic resilience on the academic performance of tertiary institution students in Delta South Senatorial District. Table 6 showed that sex and academic resilience significantly predict academic performance, F (2, 372) = 597.36, p =0.00. Since p < .05, the null hypothesis was rejected. From Table 6, the coefficient of determination R^2 is 0.76. This value signified the extent to which sex and academic resilience jointly predict academic performance. Sex and academic resilience jointly contributed 76% to the variation in academic performance of tertiary institution students. Hence, it can be concluded that there was a significant predictive effect of sex and academic resilience on the academic performance of tertiary institution students.

Hypothesis Seven: There is no significant predictive effect of sex and social intelligence on the academic performance of tertiary institution students in Delta South Senatorial District.

Table 7: Analysis of Covariance (ANCOVA) of Sex, Social intelligence and Academic Performance of Tertiary Institution Students in Delta South Senatorial District.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	150.44[a]	2	75.22	471.55	.00
Intercept	266.92	1	266.92	1673.35	.00
Sex * Social intelligence	150.44	2	75.22	471.55	.00
Error	59.34	372	.16		
Total	4069.00	375			
Corrected Total	209.78	374			
a. R Squared = .717 (Adjusted R Squared = .716), α = .05					

Table 7 shows the ANCOVA analysis of the predictive effect sex and social intelligence on the academic performance of tertiary institution students in Delta South Senatorial District. Table 7 showed that sex and social intelligence significantly predict academic performance, F (2, 372) = 471.55, p =0.00, Since p < .05, the null hypothesis was rejected. From Table 7, the coefficient of determination R^2 is 0.72. This value signified the extent to which sex and social intelligence jointly predict academic performance. Sex and social intelligence jointly contributed 72% to the variation in academic performance of tertiary institution students. Hence, it can be concluded that there was a significant predictive effect of sex and social intelligence on the academic performance of tertiary institution students.

Hypothesis Eight: There is no significant predictive effect of sex and examination anxiety on the academic performance of tertiary institution students in Delta South Senatorial District?

Table 8: Analysis of Covariance (ANCOVA) of Sex, Examination Anxiety and Academic Performance of Tertiary Institution Students in Delta South Senatorial District.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	172.03[a]	2	86.01	847.60	.00
Intercept	343.34	1	343.34	3383.37	.00
Sex * Examination anxiety	172.03	2	86.01	847.60	.00
Error	37.75	372	.10		
Total	4069.00	375			
Corrected Total	209.78	374			
a. R Squared = .82 (Adjusted R Squared = .82), α = .05					

Table 8 shows the ANCOVA analysis of the predictive effect of sex and examination anxiety on the academic performance of tertiary institution students in Delta South Senatorial District. Table 8 showed that sex and examination anxiety significantly predict academic performance, F (2, 372) = 847.60, p =0.00. Since p < .05, the null hypothesis was rejected. From table 8 the coefficient of determination R^2 is 0.82. This value signified the extent to which sex and examination anxiety jointly predict academic performance. Sex and examination anxiety jointly contributed 82% to the variation in academic performance of tertiary institution students. Hence, it can be concluded that there was

a significant predictive effect of sex and examination anxiety on the academic performance of tertiary institution students.

Discussion of Findings

The study investigated academic resilience, social intelligence, examination anxiety and academic performance among tertiary students in Delta South Senatorial District. Major findings made from data analysis in line with the hypotheses formulated for this study were discussed under the following subheadings.

The Relationship Between Academic Resilience and Academic Performance of Tertiary Institution Students

Analysis of hypothesis one in this study show that there is a significant strong positive relationship between academic resilience and academic performance of tertiary institution students in Delta South Senatorial District. This finding may also due to the fact that many students have develop high coping skills to be able to withstand academic stress better academic performance. Another reason for this finding could be that most students' uses their past successes to motivate themselves to work harder even if the school requirements are many. This finding is in line with that of Mwangi, Okatcha, Kinai and Ireri (2015) who found a positive and significant relationship between academic resilience and academic performance. This also agreed with Fallon, (2010) who reported a positive relationship between academic resilience and academic performance. The finding however contradicts that of Buslig (2019) who found no significant relationship between the respondents' academic resiliency and academic performance. This finding also disagreed with Uzma (2007) who found no relationship between academic resilience and academic performance of students.

The Relationship Between Social Intelligence and Academic Performance of Tertiary Institution Students

Analysis of hypothesis two of this study show that there is significant relationship between social intelligence and academic performance of tertiary institution students in Delta South Senatorial District. This finding agreed with that of Baggiyam, and Pankajam (2017) who revealed that there is a mild positive relationship exist between social intelligence and academic achievement among the selected arts group students at Higher Secondary level. This finding agreed with that of Alkhazraji and Azi (2010) who found a positive correlation between social intelligence and students' academic performance. The finding also agreed with Kasim (2009) who found a positive correlation between social intelligence and problem solving. Askool (2009) who showed that the social intelligence level was low, the critical thinking level was mid, and there was a statistically significant correlation between social intelligence and critical thinking. This finding contradicted that of Sreeja.and. Nalinilatha (2017) whose findings revealed that there is no significant relationship between social intelligence and academic achievement.

The Relationship Between Examination Anxiety and Academic Performance of Tertiary Institution Students

Analysis of hypothesis three of this study show that there is significant negative relationship between examination and academic performance of tertiary institution students in Delta South Senatorial District. This finding could be as a result of the fact that examination anxiety has the tendency to interfere with students' abilities with similar result poor academic performance during evaluation time in school. This finding agreed with Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, and McCann (2005) shows that there is significant and negative relationship between examination anxiety and academic performance. This finding also agreed with Hassanzadeh, Ebrahimi and Mahdinejad (2012) when they affirmed that student's level of anxiety can cause a student's academic performance to suffer even more depending on the length of time they suffer from test anxiety.

The Relationship Between Academic Resilience, Social Intelligence, Examination Anxiety and Academic Performance of Tertiary Institution Students

Analysis of hypothesis four of this study show that there is a significant relationship between academic resilience, social intelligence examination anxiety and academic performance of tertiary institution students in Delta South Senatorial District. This finding has shown that combination of academic resilience, social intelligence examination anxiety and academic performance of tertiary institution students. The reason could be that academic resilience enable tertiary institution to successfully adjust and cope with stressful situation in their lives despite diversity and as well adopted a proactive and positive attitude towards their studies (Buslig, 20019). Again social intelligence may positively students' academic performance of tertiary because there is the possibility that students who are socially intelligent participate in group activities which positively affect their academic performance. Furthermore, examination anxiety may affect students' academic performance of tertiary because there is the possibility that students who are academically resilient and socially intelligent faces certain level of anxiety during examination may likely affect their academic performance negatively or positively depending on the duration of such examination. This finding aligned with Hassanzadeh, Ebrahimi and Mahdinejad (2012) that anxiety can cause fluctuation in student's academic performance depending on the length of time they suffer from examination anxiety. This finding also agreed with Linnenbrink, (2007) asserted that examination anxiety affect students' learning and impede the use of efficient learning strategies for better academic performance.

The Relationship Between Sex and Academic Performance of Tertiary Institution Students

Analysis of hypothesis five in this study show that there is a significant positive relationship between sex and academic performance of tertiary institution students in Delta

South Senatorial District. This means that being a male or female do significant influence on students' academic performance. The possible reason for this finding could be the fact that there are factors in learning process, which affect the knowledge and understanding of girls and boys differently. This is in line with Pillow, (2008) who found that a significant relationship between gender and academic performance. The finding also agreed with Aransi (2018) whose study indicated that there is significant difference in the academic performance of students in Economics on the basis of gender characteristics in favour of female students. This finding however disagreed with Agbir (2004) who found that sex(gender) was not a significant factor in the overall mean achievement rating of students. This finding also disagrees with the studies by Lipe (2009) who found that there are no differences in gender performance. The find also aligned with the study conducted by Udousoro (2011) and Chinwuba and Osamuyimen, (2011) who discovered that gender does not have any significant effect on the academic performance of students.

The Predictive Effect of Sex and Academic Resilience on the Academic Performance of Tertiary Institution Students

Analysis of hypothesis six of this study show that there is a significant predictive effect of sex and academic resilience on the academic performance of tertiary institution students in Delta South Senatorial District. This finding could be due to the fact that the level of academic resilience varies on the basis of sex which may in turn contribute to the variation in academic performance. Another reason could be that male are task oriented while females are emotional oriented individuals in their coping pattern and in academic performance. This finding agrees with Sawar, Inamullah Khan, and Anwar (2010) who indicated that female and male students at the secondary level differ in their resilience which result to differences in their academic performance. This finding also aligned with the assertion of Mwangi and Ireri (2017) sex (gender) may account for differences in students' academic resilience. This finding corroborated that of Khalaf (2014) who found significant difference among males and females in academic resilience and academic achievement in favor of males. This finding however disagree with Gross (2011) who asserted that gender is not associated with academic resilience and academic performance.

The Predictive Effect of Sex and Social Intelligence on the Academic Performance of Tertiary Institution Students

Analysis of hypothesis seven of this study showed that there is significant predictive effect of sex and social intelligence on the academic performance of tertiary institution students in Delta South Senatorial District. This finding could be as a result of the fact that variation in the level of social intelligence among male and female which may have also cause variation in academic performance between male and female. Another reason for this finding could be because girls have a greater capability than boys due to

socialization patterns that may bring about variation in social skills and relations with peers and adults. Another reason for this finding could be because male and female students who are social intelligent are more sensitive to the feelings and reactions of others and show more confidence in their ability to successfully engage in social relations with school or course mate. This finding is consistent with that of Satya and Singh, (2020) whole revealed sex differential in social intelligence in favour of female. The finding also disagreed with Kasim (2009) who found no significant relationship between social intelligence and academic performance on the basis of sex. The finding also disagreed with Meijs, Cillessen, Scholte, Segers and Spijkerman (2010) who found that there is no significant correlation between social intelligence and academic achievement on the basis gender.

The Predictive Effect of Sex and Examination Anxiety on the Academic Performance of Tertiary Institution Students

Analysis of hypothesis eight of this study show that there was a significant predictive effect of sex and examination anxiety on the academic performance of tertiary institution students in Delta South Senatorial District. The possible reason for this finding could be that female experience higher level of examination anxiety levels due to the fact that they are afraid of failure; as such they see each testing situation as another possible chance of failure. Another reason is that "males are more defensive about admitting anxiety because it might be seen as threatening to their masculinity; they are trained to cope with anxiety by denying it or by finding ways to overcome it" (Mousavi & Haghshenas & Alishahi, 2008). This finding is in line with Rezazadeh, and Tavakoli (2009) who found that there is statistically significant correlation among gender, test anxiety and academic achievement. This finding disagree with Mohammed, Halilu,and Muhammad (2017) who revealed that there is no significant sex difference on effects of examination anxiety on academic performance.

IV. SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated academic resilience, social intelligence, examination anxiety and academic performance among tertiary institutions students in delta south senatorial district. To guide the study seven research questions and seven hypotheses were formulated and tested. This study adopted *ex-post facto* research design which is correlational. The population of this study consists of 11,125 undergraduates in all the tertiary institutions in Delta south senatorial district in Delta State during the 2018/2019 academic session.

The sample size of this study is three hundred and seventy-five (375) students. The sample was selected using multi-stage sampling procedure. The two instruments used for data collection were questionnaire and GPA checklist. The

questionnaire was titled "Academic Resilience, Social Intelligence, Examination Anxiety and Academic Performance Questionnaire (ARSIEAAPQ)". The questionnaire was subdivided into two sections; Section A was designed to collect respondents' personal data such as; name of institution, gender (male or female), level and course of study, parent educational qualification while section B four subsections which are Academic resilience scale (ARS) adapted from Cassidy (2016), social intelligence scale(SIS) adapted from Miroslav, and Zuzana (2014), Examination anxiety scale(EAS) adopted from Speilberger (as cited in Eubank, 1993). The checklist was used to collect students last GPA. The face validity of the instrument three (3) experts in Guidance and Counselling Department. To determine the content and construct validity, the instrument was administered to 50 students from Delta Central Senatorial District and the data obtained was subject to factor analysis. The reliability of each scale that make up the ARSIEAAPQ was also determined using Cronbach Alpha statistical procedure. The internal consistency reliability coefficient for the three subscales was 0.86 for Academic Resilience Scale, 0.83 for social intelligence scale, and 0.71 for Examination Anxiety scale. Two trained research assistants assisted the researcher in the distribution of the questionnaire used for data collection. The hypotheses were tested using linear regression, multiple linear regression and analysis of covariance at 0.05 level of significance.

Major Findings

The major findings of the study showed that:

1. there was a significant strong positive relationship between academic resilience and academic performance of tertiary institution students in delta south senatorial district;
2. there was significant relationship between social intelligence and academic performance of tertiary institution students in delta south senatorial district;
3. there was significant negative relationship between examination and academic performance of tertiary institution students in delta south senatorial district;
4. there was a significant relationship between academic resilience, social intelligence examination anxiety and academic performance of tertiary institution students in delta south senatorial district.
5. there was significant relationship between sex and academic performance of tertiary institution students in delta south senatorial district;
6. there was a significant predictive effect of sex and academic resilience on the academic performance of tertiary institution students in delta south senatorial district;
7. there was a significant predictive effect of sex and social intelligence on the academic performance of tertiary institution students in delta south senatorial district;

8. there was a significant predictive effect of sex and examination anxiety on the academic performance of tertiary institution students in delta south senatorial district.

Conclusion

In line with the findings of this study, it could be concluded that academic resilience predicts academic performance of tertiary institution students; sex positively moderate the relationship between academic resilience and academic performance of tertiary institution students; social intelligence predicts academic performance of tertiary institution students; sex moderately affect the relationship between social intelligence and academic performance of tertiary institution students; examination affect academic performance of tertiary institution students; sex moderate the relationship between examination anxiety and academic performance of tertiary institution students. It was also concluded that positive relationship exists among academic resilience, social intelligence examination anxiety and academic performance of tertiary institution students in delta south senatorial district.

Contributions to Knowledge

This study has contributed to knowledge in the following ways:

1. The study has established that academic resilience positively contributes to academic performance of tertiary institution students
2. The study has affirmed that social intelligence contributes to academic performance of tertiary institution students
3. The study has proven that examination anxiety negatively contributes to academic performance of tertiary institution students.
4. This study has established that academic resilience, social intelligence and examination anxiety could predict academic performance of tertiary institution students.

Recommendations

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

1. Since significant relationship was found between academic resilience and academic performance of tertiary institution students, school administration should incorporate academic resilience skill-building into the various course of study and teaching methods, to help students develop the ability to handle academic impediments, challenge, difficulty and stress in academic or school environment
2. Parent should also encourage students to prepare effectively for any examination so that they would be able to develop confidence in themselves and this may prevent examination related anxiety.

3. Since significant relationship was found between social intelligence and academic performance of tertiary institution students, counseling unit should be setup in tertiary institutions to orient students to develop social intelligence.

4. Since the study indicated a significant relationship between examination anxiety and academic performance of students, lecturers should inform students effectively on content, test techniques and test format in order to reduce the level examination anxiety for better academic performance among students.

Suggestions for Further Studies

The study mainly focused on academic resilience, social intelligence, examination anxiety and academic performance among tertiary students in Delta South Senatorial District. The researcher therefore suggests the following areas for further study.

1. Academic resilience, social intelligence, examination anxiety and academic performance among tertiary institutions students in the three Senatorial District in Delta State

2. Academic resilience, social intelligence, examination anxiety and academic performance among tertiary institutions students in another State, in Nigeria

3. Comparative study of sex differential in examination anxiety and Academic performance among tertiary institutions students in all the Senatorial District in Delta State.

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APPENDIX I

Population Distribution of Students in Tertiary Institutions in Delta South Senatorial District in Delta State

S/N.	NAME OF INSTITUTION	TYPE OF INSTITUTION	NUMBER OF STUDENTS
1	Delta State University Oleh Campus,	University	1, 835
2	Delta State Polytechnic, Ozoro	Polytechnic	5, 500
3	College of Education, Warri	College	1,400
4	National Open University of Nigeria, Emevor Study Center, Emevor	University	890
5	Nigerian Maritime University, Okerenkoko, Warri	University	1,500
	Total		11,125

Source: Institutions Academic Planning Unit, 2019).

APPENDIX II

Table for Determining the Required Sample Size, Given A Finite Population

N-----n	N-----n	N-----n	N-----n	N-----n
10-----10	100-----80	280-----162	800-----260	2800-----338
15-----14	110-----86	290-----165	850-----265	3000-----341
20-----19	120-----92	300-----169	900-----269	3500-----346
25-----24	130-----97	320-----175	950-----274	4000-----351
30-----28	140-----103	340-----181	1000-----278	4500-----354
35-----32	150-----108	360-----186	1100-----285	5000-----357
40-----36	160-----113	380-----191	1200-----291	6000-----361
45-----40	170-----118	400-----196	1300-----297	7000-----364
50-----44	180-----123	420-----201	1400-----302	8000-----367
55-----48	190-----127	440-----205	1500-----306	9000-----368
60-----52	200-----132	460-----210	1600-----310	10000-----370
65-----56	210-----136	480-----214	1700-----313	15000-----375
70-----59	220-----140	500-----217	1800-----317	20000-----377
75-----63	230-----144	550-----226	1900-----320	30000-----379
80-----66	240-----148	600-----234	2000-----322	40000-----380
85-----70	250-----152	650-----242	2200-----327	50000-----381
90-----73	260-----155	700-----248	2400-----331	75000-----382
95-----76	270-----159	750-----254	2600-----335	100000-----384

Source: Krejcie and Morgan (2006:608).

Where N= Population size, and n= sample size required.

APPENDIX III

ACADEMIC RESILIENCE, SOCIAL INTELLIGENCE, EXAMINATION ANXIETY QUESTIONNAIRE (ARSIEAQ)

Department of Educational Psychology

Faculty of Education,

Delta State University,

Abraka

21st October, 2019

Dear Respondent,

The researcher is a postgraduate student of the Department of Educational Psychology, Faculty of Education, Delta State University, Abraka. The study that is being conducted is aimed at determining the influence of resilience, social intelligence and examination anxiety on academic performance among tertiary students in delta south senatorial district in delta state. The Researcher will be very grateful for your kind assistance in completing the attached questionnaire.

Thank you for your anticipated cooperation.

Yours Sincerely,

IVIEMU, Terence, Sunny

Researcher

SECTION A. PRESONAL INFORMATION

Sex: Male ( )   Female ( )

Age: 18-22( ) 23-26 ( ) 27-30 ( )

Level: 100 ( ) 200 ( ) 300 ( ) 400 ( )

SECTION B: ACADMIC RESILIENCE, SOCIAL INTELLIGENCE, EXAMINATION ANXIETY SCALE

ACADMIC RESILIENCE SCALE (ARS)

A number of statements which people have used to describe themselves are given below. Read each statement and then tick (✓) in the appropriate column to the right of the statement to indicate how you generally feel. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D) and 1-Strongly Disagree (SD)

S/N.	Statement	SA	A	D	SD
1.	I will consent the lecturers' opinion				
2.	I will utilized my lecturer opinion to enhance my learning				
3.	am not going to abandon my studies				
4.	I would use the circumstance to encourage myself				
5.	I'm not going to change my career aspirations, no matter what the circumstances.				
6.	I'd do my best to avoid worrying about bad ideas.				
7.	I will consider the circumstance to be immediate.				
8.	I'm trying to work harder.				
9.	I'd try to think about new solutions,				
10.	I will not alter my long-term priorities and expectations				
11.	I will use my past accomplishments to encourage myself,				
12.	The academic pressures I experience in the school become energy to do well in school.				
13.	I healthily cope with terror teachers and his difficult approach to teaching.				
14.	I don"t give up easily even if the school requirements are many.				
15.	I believe I'm mentally tough when it comes to examinations				
16.	1 don't let study stress get on top of me				
17.	I'm good at bouncing back from a poor mark in my schoolwork				
18.	I feel I'm good at handling the pressures of school activities				
19.	I do not allow an unpleasant score to influence my confidence.				
20.	I'm good at dealing with setbacks at school (e.g., bad mark, negative feedback on my work)				

SOCIAL INTELLIGENCE SCALE (SIS)

A number of statements which people have used to describe themselves are given below. Read each statement and then tick (✓) in the appropriate column to the right of the statement to indicate how you generally feel. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D) and 1-Strongly Disagree (SD)

S/N	Statement	SA	A	D	SD
1.	Contact with others makes me nervous.				
2.	I can guess how to adapt to new people.				
3.	I am able to guess the wishes of others.				
4.	Feelings of others baffle me.				

5.	I am capable of asking someone to do everything that I desire .				
6.	Using others for my own benefit pleases me.				
7.	I feel uncomfortable when I have to adapt to new people.				
8.	I am able to recognize the wishes of others.				
9.	I know how to act in accordance with the feelings of others				
10.	Weaknesses of others baffle me.				
11.	I can use my behavior to persuade people to do for me what I want.				
12.	If I want, I know how to use others for my own benefit.				
13.	I know how to use the lives of others for my own benefit.				
14.	I feel uneasy when I have to adapt to new people.				
15.	Wishes of others make me nervous.				
16.	I am able to guess the feelings of others even when they do not want to show them.				
17.	I can guess the weaknesses of others.				
18.	People who are willing to do anything for me make me nervous.				
19.	I know how to persuade others to take my side.				
20.	In contact with other people I can recognize their intention.				

Examination Anxiety Scale(EAS)

A number of statements which people have used to describe themselves are given below. Read each statement and then tick (✓) in the appropriate column to the right of the statement to indicate how you generally feel. A= Always, O= Often, S= Sometimes and N= Never

S/N.	STATEMENT	A	O	S	N
1.	I feel confident and relaxed while taking examination				
2.	While taking test I have an uneasy, upset feeling				
3.	Thinking about my grade in a subject interferes with my work on test				
4.	I freeze up on important exam				
5.	During test I find myself thinking about whether I'll ever get through school				

6.	The harder I work at taking a test, the more confused I get				
7.	Thoughts of doing poorly interfere with my concentration on test				
8.	I feel very jittery when taking an important test				
9.	Even when I'm well prepared for a test, I feel very nervous about it				
10.	Just while I get a test sheet, I begin to feel very nervous.				
11.	I feel very nervous during exams				
12.	I wish the exams didn't trouble me too much,				
13.	During important tests I feel so tense that my stomach gets upset				
14.	I seem to defeat myself while working on important test				
15.	I feel very panicky when I take an important test				
16.	1 worry a great deal before taking an important test				
17.	During tests I find myself thinking about the consequences of failing				
18.	I feel my heart beating very fast during important tests				
19.	After an test is over I try to stop worrying about it, but I just can'				
20.	During test I get so nervous that I forget facts I really know				

ACADEMIC PERFORMANCE (GPA) CHECKLIST

What range do your present GPA fall?

1.50-2.49 ()

2-50-3.49 ()

3.50-4.49 ()

4.50-5.00 ()

APPENDIX IV

Scale: ACADEMIC RESILIENCE SCALE(ARS)

SAVE OUTFILE='C:\Users\GOD IS ABLE\Documents\OFFICERRELIABILITY.sav'

 /COMPRESSED.

RELIABILITY

 /VARIABLES=ARS1 ARS2 ARS3 ARS4 ARS5 ARS6 ARS7 ARS8 ARS9 ARS10 ARS11 ARS12 ARS13 ARS14 ARS15 ARS16 ARS17 ARS18 ARS19 ARS20

 /SCALE('ACADEMIC RESILIENCE SCALE(ARS)') ALL

 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE CORR COV

 /SUMMARY=TOTAL MEANS VARIANCE.

APPENDIX III : Reliability OF ACADEMIC RESILIENCE SCALE(ARS)

Case Processing Summary

		N	%
	Valid	50	100.0
Cases	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.861	.857	20

Item Statistics

	Mean	Std. Deviation	N
ARS1	3.2200	.76372	50
ARS2	3.4200	.57463	50
ARS3	3.3000	.58029	50
ARS4	3.3000	.70711	50
ARS5	3.2200	.61578	50
ARS6	3.0200	.89191	50
ARS7	3.0800	1.25909	50
ARS8	3.8000	.63888	50
ARS9	3.2600	.96489	50

ARS10	2.8600	1.06924	50
ARS11	3.3600	.96384	50
ARS12	3.3400	.77222	50
ARS13	3.1600	.54810	50
ARS14	2.6400	1.06445	50
ARS15	2.2000	1.30931	50
ARS16	2.9800	.97917	50
ARS17	3.1600	1.29929	50
ARS18	3.7800	.58169	50
ARS19	3.1400	.90373	50
ARS20	2.7200	1.06981	50

APPENDIX V

Factor Analysis for Academic Resilience Scale

FACTOR

 /VARIABLES ARS1 ARS2 ARS3 ARS4 ARS5 ARS6 ARS7 ARS8 ARS9 ARS10 ARS11 ARS12 ARS13 ARS14 ARS15 ARS16 ARS17 ARS18 ARS19 ARS20

 /MISSING PAIRWISE

 /ANALYSIS ARS1 ARS2 ARS3 ARS4 ARS5 ARS6 ARS7 ARS8 ARS9 ARS10 ARS11 ARS12 ARS13 ARS14 ARS15 ARS16 ARS17 ARS18 ARS19 ARS20

 /PRINT UNIVARIATE INITIAL CORRELATION SIG DET KMO EXTRACTION ROTATION

 /FORMAT SORT BLANK(.10)

 /PLOT EIGEN

 /CRITERIA MINEIGEN(1) ITERATE(25)

 /EXTRACTION PC

 /CRITERIA ITERATE(25)

 /ROTATION VARIMAX

 /METHOD=CORRELATION.

Descriptive Statistics

	Mean	Std. Deviation	Analysis N	Missing N
ARS1	3.2200	.76372	50	0
ARS2	3.4200	.57463	50	0
ARS3	3.3000	.58029	50	0
ARS4	3.3000	.70711	50	0
ARS5	3.2200	.61578	50	0
ARS6	3.0200	.89191	50	0
ARS7	3.0800	1.25909	50	0
ARS8	3.8000	.63888	50	0
ARS9	3.2600	.96489	50	0
ARS10	2.8600	1.06924	50	0
ARS11	3.3600	.96384	50	0
ARS12	3.3400	.77222	50	0
ARS13	3.1600	.54810	50	0
ARS14	2.6400	1.06445	50	0
ARS15	2.2000	1.30931	50	0
ARS16	2.9800	.97917	50	0
ARS17	3.1600	1.29929	50	0
ARS18	3.7800	.58169	50	0
ARS19	3.1400	.90373	50	0
ARS20	2.7200	1.06981	50	0

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.513
Bartlett's Test of Sphericity	Approx. Chi-Square	771.449
	Df	190
	Sig.	.000

Communalities

	Initial	Extraction
ARS1	1.000	.715
ARS2	1.000	.718
ARS3	1.000	.842
ARS4	1.000	.593
ARS5	1.000	.613
ARS6	1.000	.753
ARS7	1.000	.920
ARS8	1.000	.780
ARS9	1.000	.857
ARS10	1.000	.832
ARS11	1.000	.544
ARS12	1.000	.583
ARS13	1.000	.794
ARS14	1.000	.849
ARS15	1.000	.813
ARS16	1.000	.850
ARS17	1.000	.944
ARS18	1.000	.627
ARS19	1.000	.820
ARS20	1.000	.785

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.889	29.443	29.443	5.889	29.443	29.443	3.122	15.609	15.609
2	2.854	14.269	43.712	2.854	14.269	43.712	2.839	14.193	29.801
3	2.054	10.268	53.980	2.054	10.268	53.980	2.734	13.671	43.472
4	1.704	8.521	62.501	1.704	8.521	62.501	2.507	12.534	56.006
5	1.518	7.589	70.090	1.518	7.589	70.090	2.226	11.128	67.134
6	1.214	6.071	76.161	1.214	6.071	76.161	1.805	9.026	76.161
7	.922	4.612	80.773						
8	.728	3.640	84.413						
9	.632	3.158	87.571						
10	.587	2.934	90.505						
11	.441	2.207	92.712						
12	.412	2.062	94.774						
13	.310	1.551	96.325						
14	.282	1.411	97.735						
15	.191	.953	98.688						
16	.097	.484	99.172						
17	.074	.372	99.544						
18	.045	.223	99.767						
19	.038	.191	99.958						
20	.008	.042	100.000						

Extraction Method: Principal Component Analysis.

Scree Plot
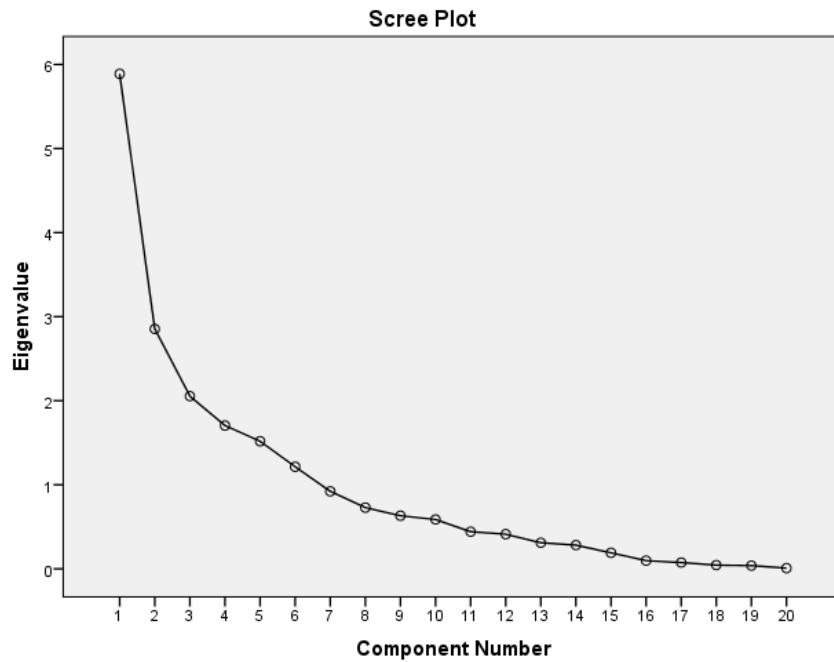
Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
ARS10	.809					
ARS15	.808					.
ARS14	.782	.				
ARS20	.700	.				
ARS13		.867				
ARS3		.866				
ARS4	.	.601				
ARS11		.503				
ARS19	.		.880			
ARS9			.878			
ARS12			.711			
ARS16				.813		
ARS6			.	.722		
ARS18				.683		
ARS8				.645		
ARS17					.927	
ARS7					.891	
ARS2						.764
ARS5						.670
ARS1					.	.656

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 11 iterations.

APPENDIX VI

SOCIAL INTELLIGIENCE SCALE(SIS)

RELIABILITY

 /VARIABLES=SIS1 SIS2 SIS3 SIS4 SIS5 SIS6 SIS7 SIS8 SIS9 SIS10 SIS11 SIS12 SIS13 SIS14 SIS15 SIS16 SIS17 SIS18 SIS19 SIS20

 /SCALE('SOCIAL INTELLIGIENCE SCALE(SIS)') ALL

 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE CORR COV

 /SUMMARY=TOTAL MEANS VARIANCE COV CORR

 /ICC=MODEL(MIXED) TYPE(CONSISTENCY) CIN=95 TESTVAL=0.

Reliability

Scale: SOCIAL INTELLIGIENCE SCALE(SIS)

Case Processing Summary

		N	%
	Valid	50	100.0
Cases	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.775	20

Item Statistics

	Mean	Std. Deviation	N
SIS1	3.4200	.57463	50
SIS2	3.3000	.58029	50
SIS3	3.3000	.70711	50
SIS4	3.2200	.61578	50
SIS5	3.0200	.89191	50
SIS6	3.0800	1.25909	50
SIS7	3.8000	.63888	50
SIS8	3.3200	.51270	50

SIS9	2.4600	1.14660	50
SIS10	2.1800	1.35059	50
SIS11	2.9800	.95810	50
SIS12	1.9000	1.23305	50
SIS13	2.0200	1.28556	50
SIS14	3.1400	.94782	50
SIS15	2.6400	1.04511	50
SIS16	2.5400	1.01439	50
SIS17	3.2200	.84007	50
SIS18	2.1800	1.32002	50
SIS19	2.9400	1.07684	50
SIS20	2.2000	1.37024	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SIS1	53.4400	95.109	-.034	.653	.834
SIS2	53.5600	93.925	.071	.547	.831
SIS3	53.5600	93.353	.088	.526	.831
SIS4	53.6400	93.541	.096	.542	.830
SIS5	53.8400	93.729	.031	.700	.836
SIS6	53.7800	94.257	-.032	.778	.846
SIS7	53.0600	98.098	-.272	.645	.841
SIS8	53.5400	91.927	.292	.715	.825
SIS9	54.4000	81.755	.578	.764	.810
SIS10	54.6800	76.181	.723	.968	.799
SIS11	53.8800	86.108	.452	.959	.818
SIS12	54.9600	74.611	.889	.970	.789
SIS13	54.8400	75.076	.823	.934	.793
SIS14	53.7200	87.308	.387	.603	.821
SIS15	54.2200	83.318	.558	.716	.812
SIS16	54.3200	80.916	.719	.901	.804
SIS17	53.6400	94.847	-.030	.874	.837
SIS18	54.6800	75.569	.773	.979	.796
SIS19	53.9200	85.422	.426	.969	.819
SIS20	54.6600	76.392	.701	.968	.801

APPENDIX VII

FACTOR

 /VARIABLES SIS1 SIS2 SIS3 SIS4 SIS5 SIS6 SIS7 SIS8 SIS9 SIS10 SIS11 SIS12 SIS13 SIS14 SIS15 SIS16 SIS17 SIS18 SIS19 SIS20

 /MISSING PAIRWISE

 /ANALYSIS SIS1 SIS2 SIS3 SIS4 SIS5 SIS6 SIS7 SIS8 SIS9 SIS10 SIS11 SIS12 SIS13 SIS14 SIS15 SIS16 SIS17 SIS18 SIS19 SIS20

 /PRINT INITIAL CORRELATION KMO EXTRACTION ROTATION

 /FORMAT SORT BLANK(.10)

 /PLOT EIGEN

 /CRITERIA MINEIGEN(1) ITERATE(25)

 /EXTRACTION PC

 /CRITERIA ITERATE(25)

 /ROTATION VARIMAX

 /METHOD=CORRELATION.

Communalities

	Initial	Extraction
SIS1	1.000	.749
SIS2	1.000	.630
SIS3	1.000	.660
SIS4	1.000	.854
SIS5	1.000	.801
SIS6	1.000	.850
SIS7	1.000	.661
SIS8	1.000	.756
SIS9	1.000	.642
SIS10	1.000	.951
SIS11	1.000	.833
SIS12	1.000	.918
SIS13	1.000	.880
SIS14	1.000	.761
SIS15	1.000	.742
SIS16	1.000	.852
SIS17	1.000	.847
SIS18	1.000	.961
SIS19	1.000	.920
SIS20	1.000	.902

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.826	34.128	34.128	6.826	34.128	34.128	6.177	30.886	30.886
2	2.898	14.490	48.618	2.898	14.490	48.618	3.076	15.381	46.266
3	2.415	12.073	60.690	2.415	12.073	60.690	2.417	12.084	58.350
4	1.460	7.299	67.989	1.460	7.299	67.989	1.565	7.827	66.177
5	1.293	6.464	74.452	1.293	6.464	74.452	1.492	7.461	73.638
6	1.281	6.403	80.856	1.281	6.403	80.856	1.444	7.218	80.856
7	.744	3.718	84.574						
8	.681	3.407	87.981						
9	.568	2.839	90.820						
10	.457	2.287	93.107						
11	.364	1.822	94.930						
12	.311	1.557	96.486						
13	.267	1.335	97.821						
14	.134	.670	98.492						
15	.115	.573	99.064						
16	.087	.434	99.499						
17	.048	.242	99.740						
18	.024	.121	99.861						
19	.018	.090	99.951						
20	.010	.049	100.000						

Extraction Method: Principal Component Analysis.

Scree Plot
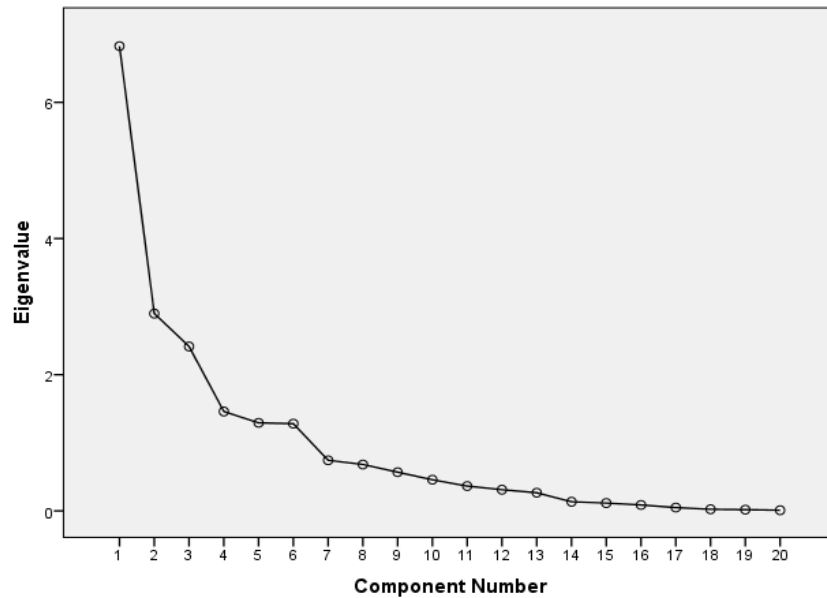
Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
SIS10	.956					
SIS18	.951					
SIS20	.933					
SIS13	.889	.				
SIS16	.833	.				
SIS12	.798					
SIS15	.741					
SIS19		.947				
SIS11		.888				
SIS9		.596		.		
SIS17		.573				.
SIS3			.804			
SIS2			.784			
SIS7			.659			
SIS14				.788		
SIS6				.535		
SIS4					.892	
SIS1					.666	
SIS5						.758
SIS8						.686

Extraction Method: Principal Component Analysis.

 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

APPENDIX VIII

DATASET ACTIVATE DataSet8.

SAVE OUTFILE='C:\Users\GOD IS ABLE\Documents\OFFICERRELIABILITY.sav'

 /COMPRESSED.

DATASET ACTIVATE DataSet8.

SAVE OUTFILE='C:\Users\GOD IS ABLE\Documents\OFFICERRELIABILITY.sav'

 /COMPRESSED.

RELIABILITY

 /VARIABLES=EAS1 EAS2 EAS3 EAS4 EAS5 EAS6 EAS7 EAS8 EAS9 EAS10 EAS11 EAS12 EAS13 EAS14 EAS15 EAS16 EAS17 EAS18 EAS19 EAS20

 /SCALE('EXAMINATION ANXIETY SCALE(EAS)') ALL

 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE CORR COV

 /SUMMARY=TOTAL MEANS VARIANCE COV CORR

 /ICC=MODEL(MIXED) TYPE(CONSISTENCY) CIN=95 TESTVAL=0.

Scale: EXAMINATION ANXIETY SCALE(EAS)

Case Processing Summary

		N	%
	Valid	50	100.0
Cases	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.711	.703	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
EAS1	57.6600	55.984	.164	.845	.714
EAS2	56.6400	55.092	.264	.628	.702
EAS3	57.0000	56.898	.161	.598	.712
EAS4	57.0400	59.468	-.001	.854	.727
EAS5	56.1800	59.498	.108	.617	.712
EAS6	57.2600	60.115	-.043	.557	.732
EAS7	56.8200	58.926	.086	.741	.715
EAS8	56.6400	53.337	.496	.836	.682
EAS9	56.5800	49.759	.521	.954	.672
EAS10	55.8600	59.143	.106	.862	.712
EAS11	56.4000	54.939	.330	.610	.696
EAS12	56.8000	53.878	.355	.782	.693
EAS13	56.3000	53.643	.427	.644	.687
EAS14	56.3200	55.406	.400	.758	.693
EAS15	56.5000	57.153	.379	.604	.698
EAS16	57.0200	54.469	.318	.705	.697
EAS17	57.4600	49.478	.511	.878	.673
EAS18	56.6800	52.344	.515	.914	.679
EAS19	56.5000	50.459	.458	.960	.680
EAS20	55.8800	60.393	-.015	.813	.718

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
59.6600	60.596	7.78436	20

APPENDIX IX

FACTOR

  /VARIABLES EAS1 EAS2 EAS3 EAS4 EAS5 EAS6 EAS7 EAS8 EAS9 EAS10 EAS11 EAS12 EAS13 EAS14 EAS15 EAS16 EAS17 EAS18 EAS19 EAS20

  /MISSING PAIRWISE

  /ANALYSIS EAS1 EAS2 EAS3 EAS4 EAS5 EAS6 EAS7 EAS8 EAS9 EAS10 EAS11 EAS12 EAS13 EAS14 EAS15 EAS16 EAS17 EAS18 EAS19 EAS20

  /PRINT INITIAL EXTRACTION ROTATION

  /FORMAT SORT BLANK(.10)

  /PLOT EIGEN

  /CRITERIA MINEIGEN(1) ITERATE(25)

  /EXTRACTION PC

  /CRITERIA ITERATE(25)

  /ROTATION VARIMAX

  /METHOD=CORRELATION.

Factor Analysis

Communalities

	Initial	Extraction
EAS1	1.000	.790
EAS2	1.000	.705
EAS3	1.000	.783
EAS4	1.000	.866
EAS5	1.000	.774
EAS6	1.000	.826
EAS7	1.000	.845
EAS8	1.000	.752
EAS9	1.000	.908
EAS10	1.000	.768
EAS11	1.000	.787
EAS12	1.000	.762
EAS13	1.000	.706
EAS14	1.000	.795
EAS15	1.000	.620
EAS16	1.000	.826
EAS17	1.000	.859
EAS18	1.000	.865
EAS19	1.000	.933
EAS20	1.000	.792

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.776	23.880	23.880	4.776	23.880	23.880	2.745	13.724	13.724
2	2.847	14.237	38.117	2.847	14.237	38.117	2.745	13.724	27.448
3	2.361	11.805	49.922	2.361	11.805	49.922	2.535	12.677	40.125
4	2.123	10.615	60.538	2.123	10.615	60.538	2.408	12.040	52.165
5	1.465	7.325	67.863	1.465	7.325	67.863	1.881	9.405	61.571
6	1.367	6.833	74.696	1.367	6.833	74.696	1.856	9.281	70.852
7	1.023	5.114	79.810	1.023	5.114	79.810	1.792	8.958	79.810
8	.746	3.728	83.538						
9	.642	3.208	86.746						
10	.519	2.593	89.339						
11	.435	2.177	91.516						
12	.362	1.808	93.324						
13	.339	1.695	95.020						
14	.284	1.419	96.439						
15	.256	1.279	97.718						
16	.191	.954	98.672						
17	.112	.561	99.233						
18	.095	.475	99.708						
19	.042	.208	99.916						
20	.017	.084	100.000						

Extraction Method: Principal Component Analysis.

Scree Plot
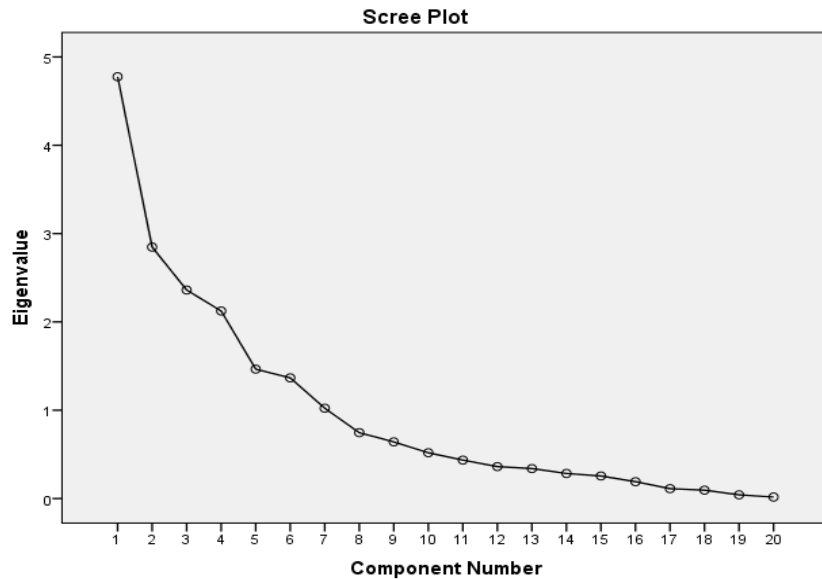
Rotated Component Matrix^a

	Component						
	1	2	3	4	5	6	7
EAS4	.882						
EAS1	.872						
EAS3	.848						
EAS18		.874					
EAS8		.807					
EAS10		.532					
EAS19			.909				
EAS9			.897		.		
EAS2			.490				
EAS12				.828			
EAS17				.769			
EAS16				.721	.		
EAS14					.837		
EAS11					.788	.	
EAS5						.800	
EAS15						.636	
EAS13						.544	
EAS7							.826
EAS6							.774
EAS20							.544

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

APPENDIX X

Scale: General Reliability for Academic resilience, Social Intelligence, Examination Anxiety and Academic Performance Questionnaire (RSIEAAPQ)

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.897	.895	60