Impact Of Test Anxiety And Results On Students

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Abstract

Introduction: facing stressful situations, in general, is very widespread, but it is quite specific for students in the period when they face anxiety from knowledge assessment tests.

The purpose of the study is to evaluate the relationship between test anxiety and students' success in the test.

Methodology: the study population is 165 students from two primary and lower secondary schools in the Gjakova region. 80 students were from 6th grade [42 (52.5%) female and 38 (47.5%) male], while 85 students were from 9th grade [41 (48.2%) female and 44 (51.8%) male].

Results: in 6th-grade students - from one week before the test to one day before the test, the level of test anxiety was high in 42.5% of students, and in 9th-grade students, it was 33%. Based on the findings, there are differences in the level of test anxiety regarding the time frame of taking the test.

Conclusions: the confrontation of students with the phenomenon of test anxiety is quite widespread, especially during exam periods. It is suggested that evidence be made in schools, so that the students who have the most expressed level of anxiety from the test, start with the appropriate treatments. Also, it is proposed to employ psychologists in schools, to help students who face this difficult situation that can negatively affect their school and academic achievements.

Keywords: Anxiety, stress, test, student, success.

I.   INTRODUCTION

Despite many achievements and changes made in the field of education, it remains a rich source of scientific problems. Coping with stressful situations, in general, is very widespread, but it is quite specific for students in the period when they face the anxiety of knowledge assessment tests.

Many studies have been done on this topic where, according to Bernstein (1983), it has been found that test anxiety can hinder the effectiveness of students, including the best and most talented ones. Test anxiety is student-specific (Keavney & Sinclair, 1978) and its effect can affect any student. Test anxiety for students' assessment harms students and students and has an impact on

insufficient achievements thus reducing the level of success, where the achievements obtained are lower than the actual level of skills of the person being tested (Birenbaum & Nasser, 1994).

Motivated by the fact that experiencing a high level of test anxiety in students has an impact on the results obtained in tests for the assessment of phenomena, it was important to find out the presence of test anxiety in students, what are the levels of test anxiety regarding the time limit for taking the test, what are the levels of test anxiety in terms of the gender of the students, what is the level of test anxiety in terms of the general success of the students in lessons from the previous year, what are the differences in the level of test anxiety regarding the age of the students and how the presence of high levels of test anxiety affects the results obtained in tests for the assessment of knowledge.

The study will serve as a starting point for other research on the phenomenon of test anxiety and will serve very positively in informing parents and teachers about the signs of test anxiety so that in time concrete steps can be taken to minimize it. this phenomenon.

II. Literature review

The concept of anxiety is difficult to understand. Anxiety is often a general emotional response to stress. It is a fear caused by the demands that are put before the person when he does not know what these demands are (Pettijohn, 1996). Anxiety is typically measured through examination of self-reports, observation of behavior, and physiological activity (Grasha and Kirschenbaum, 1986).

Psychologists distinguish between trait anxiety and situational anxiety (Pettijohn, 1996). Anxiety can also be thought of as an emotion with important motivational consequences, or a psychologically or physically painful experience that is often associated with specific stimuli. Children experience anxiety mainly for such external events as punishment, physical damage, deprivation of parental affection, etc. Adults' anxiety depends less on immediate physical threats and more on their general security and

self-concept, interpersonal relationships, social expectations, and task completion (Grasha & Kirschenbaum, 1986). Sarason (1986), defines anxiety as "worrying preoccupation, worry about upcoming events".

Anxiety is an unpleasant emotional state that involves a complex combination of emotions, such as fear, worry, etc. It is often accompanied by physical sensations such as frequent heartbeats, nausea, chest pain, difficulty breathing, headaches, etc. (Karaj, 2005). It would not be in our best interest to be completely free of anxiety, since many things that give rise to our anxiety are indeed dangerous (Brodsky, 1988). Definition of anxiety according to Selingman, Walker & Rosenham (2001) "Anxiety is a psychological and physiological state, which includes somatic, emotional, cognitive and behavioral components".

Signs of anxiety according to Sigmund Freud (1936) are considered as "feeling something", an unpleasant emotional state accompanied by physiological conditions such as heartbeat, vomiting, muscle tension, dizziness, and difficulty breathing.

Physical symptoms of anxiety are present during any situation of fear or provocation. These symptoms may include fast or rapid heart rate, sweating, tremors, tightness or shortness of breath, feeling of suffocation, chest pain, discomfort, abdominal discomfort or nausea, dizziness, feeling unsteady, fainting, numbness or tingling, chills or heat" (American Psychiatric Association, 2000).

There is certainly almost no student who has not faced the fear of the exam. Test anxiety harms pupils and students and has an impact on insufficient achievements thus reducing the level of success, where the achievements obtained are lower than the actual level of abilities of the person being tested, (Birenbaum & Nasser, 1994).

Test anxiety refers to a range of physiological and emotional reactions to the pressure or stress that comes from worrying about an upcoming exam. It is characterized by stress and uncomfortable

situations that are clearly expressed in the testing situation, where they perceive themselves as powerless (Dykeman, 1994).

Test anxiety when knowledge is assessed occurs in everyday life situations and especially in schools, where all ages of students are involved. They are situations where students will evaluate their knowledge, skills, achievements, and interests. Test anxiety became one of the most important factors in school, where according to some studies, about 30% of students have expressed concern that anxiety interferes a lot in their daily state, especially when they face important exams (Shaked 1996, & Lufi, Okasha, Cohen, 2004).

Several authors have confirmed the existence of two main components related to testing anxiety (Anderson & Sauser, 1995; Covington, 1985; Endler & Parker, Bagby & Cox, 1991): a) the cognitive component (which consists of negative thoughts that are focused on the perception of low self-esteem, negative self-criticism that they will not do the test properly, fear of the possibility of failure, fear of disappointing parents' expectations) and b) the emotional component (represent physiological and emotional reactions such as rapid heartbeat, nervousness, sweating of the hands, shortness of breath, dry mouth, and similar autonomic reactions of the sympathetic nervous system. Unlike the cognitive component, the emotional component of test anxiety appears to have no effects negative effects on academic achievement (Deffenbacher, 1980; Elliot & McGregor, 1999).

In 1980, research was conducted showing that the fear of testing is one of the important psychological factors in the field of education (Franiç, 1994). Overall, the most common source of test anxiety in children is the fear of failing. Some children are more anxious than others because they are caused constant anxiety and pressure by very high parental expectations. This is expressed most often when the relationship between the teacher and the students is not good (VizekVidovicet al., 2003).

In a series of studies regarding gender differences in coping with test anxiety, it was concluded that older girls experience more test anxiety than boys compared to when they were younger (Lackovic-Grin, 2000).

Test anxiety is specific to students (Keavney & Sinclair, 1978) and its effect can affect any student. According to Bernstein (1983), test anxiety can hinder the effectiveness of students, including the best and most talented.

The intensity of the anxiety response also depends on the type of exam questions, the type of assessment (written or oral), the student's general knowledge and ability, and their readiness for the exam (Spielberger & Vagg, 1995). Anxiety also depends on the emotional state of the students. Anxious students in assessment test situations tend to react negatively with reactions such as feeling powerless, extreme anxiety, fear of failure, and thus the chances of failure are high (Sarason, 1980, Wine, 1980).

In many studies, it has been found that there is a negative correlation between test anxiety and general achievement in knowledge assessment tests (Daly, Chamberlain & Spalding, 2011).

Accordingly, Chapell, Blanding & Silverstein (2005) in a study of a significant number of students and students, conducted in studies in the United States (N = 5551), found that students with high intensity of anxiety from the test, there are significantly lower achievements compared to students who do not express anxiety to a high degree.

It is difficult to determine the cause-and-effect relationship between test anxiety and students' test scores, however, it appears that test anxiety has a large impact on students' high test scores, so there is a reciprocal relationship between theirs. The low intensity of test anxiety can serve as motivation for the highest possible achievements in students. However, when the level of test anxiety is high, it can have the opposite effect on the cognitive processes necessary for successful performance in academic achievement. The results of most studies show that there is a statistically significant, but negative, correlation between test anxiety and academic success (Erceg, 2007).

A certain level of anxiety in learning can be useful, but a high intensity negatively affects learning, but also the child's personality. As a result of test anxiety, there is an increase in the number of errors in tasks (Vulic, 2004).

According to the Counseling Center at the University of Buffalo, test anxiety is the number one deterrent at all academic levels, from elementary school to high school. The anxiety that students experience in test situations can have many negative effects - it reduces the effectiveness of presenting in front of an audience and is associated with lower success in school, causes emotional distress, is associated low self-esteem, negative attitudes toward school, dependence and passivity, with expressions of aggressiveness, unfavorable behavior with peers and bad relations with teachers.

According to many types of research in many developed countries, several different programs are organized to reduce anxiety in pupils and students based on treatment with cognitive-behavioral therapy, gestalt principles, relaxation methods such as yoga, muscle relaxation deep, etc. Wachelka & Katz (1999) reported that pupils and students after eight weeks of cognitive-behavioral therapy treatments to reduce anxiety managed to improve their habits to study better and more as well as to increase their self-confidence of the students.

All major life changes create a certain amount of stress. Stress is a complex of reactions that appear when you encounter any event that disrupts your balance and that strains or overcomes your adaptive powers (Zimbardo, P.G., 1988). However, stress is not an absolute enemy that we should always avoid. Even when we are relaxed or asleep, when we are indifferent and inactive, we experience deprivation stress (Karaj, 2005). According to Hans Selye, complete freedom from stress is death. The most appropriate advice would be to avoid extremes - lack or excess of stress. We must strive to find that particular level of stress at which we will feel comfortable and function best. This intermediate-level is good stress or as Hans Selye calls it – Eustress (Karaj, 2005).

There are many sources of stressors in students, e.g. the time when they have to start school, fear of not being accepted by others, fear of professors, fear of being labeled as a "failure", fear of not achieving the desired success, fear of not realizing the parents' expectations of him, in this way, a stressful ritual starts for the children, which often puts them in anxiety.

"Today, as about 40 years ago, going back to school can be a source of concern, but the threat is no longer that of a punishment - confirms Gustavo Pietropolli Charmet, psychiatrist and adolescent expert - but the children's fear of making a bad image against other students or the disappointment they can bring to parents as a result of the unachieved success. It is no longer about an ethical fear, but an aesthetic fear, which is not related to the feeling of guilt, but to that of shame".

Stanley Hall (1916) thought of adolescence as a time of "confusion and stress". Cogner and Peterson (1984), noted that it is not necessarily as stressful a period as has been thought in the past. Almost everyone in our society during adolescence encounters some problems related to identity, sex, self-awareness, family relations, social relations, moral codes, conformity to social norms, etc. Although all teenagers experience problems, some of them suffer from extreme stress and have major problems. Many teenagers commit suicide because they feel depressed and worthless, Colt (1983).

Frustration occurs when a person is prevented from achieving a goal. Frustrating is the situation when e.g. if parents try to choose the profession of their children because they have already chosen a profession that they like. When we experience frustration, we must either abandon the goal or find another way to achieve that goal, Coleman (1987). Failure according to Coleman frustrates people because they are deprived of goals, e.g. if the student does not get high grades in the exam, then he is deprived of the goal of impressing others, especially his parents. All this can result in increased stress, feelings of failure, and guilt.

We experience pressure when we are faced with strong, persistent demands to act in a certain way. In our lives, trying to live up to social and cultural norms about what we should do, as well as the expectations of our family and friends, also add to the pressure (Clay & Kaminski, 1999).

In many cases when conflict is not resolved, the result is stress (Petijohn, 1996). Conflicts between generations can be quite stressful for students, but the majority of young people pass it without harmful consequences. In 1930, Kurt Lewin described two opposing conflict tendencies: approach and avoidance. When something attracts us, we want to approach it; when something scares us, we try to avoid it. Levi showed how possible combinations of these tendencies create three types of basic conflicts: approach/approach conflict, avoidance/avoidance conflict, and approach/avoidance conflict (Karaj, 2011).

Sometimes students create problems for themselves, regardless of the influence of the external environment. Some psychologists argue that many students carry a set of illogical, self-protective dogmas that unnecessarily add to the normal stress of life (A. Ellis & Harper, 1975; Timofeev, 1993). For example, some students believe that it is necessary to be loved or approved of by almost everyone and everything they do. For such students, any sign of disapproval would be great stress. Some others believe that I must be competent, fit, and successful in whatever they do. For them, the slightest sign of failure or inadequacy means that they are worthless and that everything goes their way (Beck, 2002).

Coping with stress has been defined in psychological terms by Susan Folkman & Richard Lazarus (1984) as the constantly changing cognitive and behavioral effort to manage specific external and/or internal demands that are judged to exceed a person's resources.

Stress coping strategies are classified into adaptive (strategies that reduce the level of stress) and maladaptive (strategies that increase the level of stress). The strategies used to cope with stress can be considered to be controlled by the personality, but also influenced by the social context, especially by the nature of the stressful environment (Carver & Connor – Smith, 2010). Whatever its cause, stress demands that we deal with it, which means that he asks us to try to recognize and behave in such a way as to control psychological stress, (Lazarus, 1993). The ways of coping with stress are different, but we distinguish two types of adaptation: direct copying and defensive coping (E. A. Skinner, Edge, Altman & Shervood, 2003).

III. Aim of the study

The purpose of the study is prediction and aims to prove the relationship between test anxiety and student success achieved in the test.

The specific objectives of the study aim to reveal: the relationship between test anxiety and student success (from the previous year); the relationship between test anxiety and gender differences; the relationship between test anxiety and student age; and test changes in the level of test anxiety regarding the time frame of taking the test.

IV. Methodology

The study describes the analysis, classification, and evaluation resulting from data collection, making the actual analysis and examination of the findings. The research methodology includes research variables, their operationalization, population, and measurement instrument.

The population of the study is 165 students from two primary and lower secondary schools in the Gjakova region. 80 students were from 6th grade [42 (52.5%) female and 38 (47.5%) male], while 85 students were from 9th grade [41 (48.2%) female and 44 (51.8%) male] . The selection of subjects and teaching classes was random.

For this study, the measuring instrument was used: Westside Test Anxiety Scale, by Richard Driscoll, Ph.D., American Test Anxiety Association. This instrument has been downloaded from the website: www.amtaa.org/scalewestside.html. (© by Richard Driscoll & Westside Psychology. You have permission to reprint this scale for personal

use or to screen students in schools and colleges. Please include copyright, author, and web address).

V. Results and discussions

Based on the population of this study, there were 165 students interviewed, where from the 6th grade there were 80 students [42 (52.5%) female and 38 (47.5%) male], while from the 9th grade there were 85 students [41 (48.2%) females and 44 (51.8%) males]. Table 1 shows the success of students of both groups, where the success of very good and excellent students dominates.

Table 1 – Success of 6th and 9th-grade students

Success	6th Grade		9th Grade	
	f	%	f	%
Enough	17	21.25	21	24.8
Good	17	21.25	20	23.5
Very Good	25	31.25	24	28.2
Excellent	21	26.25	20	23.5
Total	80	100.00	85	100.00

The arithmetic means between the three measurements of the level of anxiety among 6th-grade students (table 2) results: one week before the test the average level of test anxiety is 2.11 (it is a normal level of test anxiety according to the Westside Test Anxiety Scale by Richard Driscoll); one day before the test the average is 2.88, which is high normal or at the limit of normal, one week after the test the average is 1.89 which is a low level of test anxiety; and the final results from the test is 63.01.

Table 2 – Level of anxiety from the test for the assessment of knowledge of 6th-grade students.

Statistics	Gender	Student success	6th grade - level of test anxiety			The result from the test
			A week before the test	The day before the test	One week after the test	
Valid N	80	80	80	80	80	80
Missed	0	0	0	0	0	0
Mean	1.48	3.6250	2.11	2.88	1.89	63.0125
Median	1.00	4.0000	2.00	3.00	2.00	65.0000
Mode	1	4.00	2	4	1	65.00
SD	.503	1.09516	.738	.843	.741	12.36419
Variance	.253	1.199	.544	.710	.549	152.873
Sum	118	290.00	169	230	152	5041.00

The arithmetic means between three measurements of the level of anxiety among 9th-grade students (table 2a) results: one week before the test the average level of anxiety from the test is 2.12; one day before the test the average is 3.26, which is high normal or at the limit of normal, one week after the test the average is 1.88 which is a low level of anxiety from the test and the final results from the test is 60.40.

Table 2a – Level of anxiety from the knowledge assessment test of 9th-grade students.

Statistics	Gender	Student success	9th grade - Test anxiety level			The result from the test
			A week before the test	The day before the test	One week after the test	
Valid N	85	85	85	85	85	85

Missed	0	0	0	0	0	0
Mean	1.52	3.51	2.12	3.26	1.88	60.40
Median	2.00	4.00	2.00	3.50	2.00	60.00
Mode	2	4	2	4	2	75
SD	.503	1.109	.659	.648	.596	16.506
Variance	.253	1.229	.434	.420	.355	272.457
Sum	129	298	180	278	160	5134

In the 1st research question "Are there differences in the level of test anxiety regarding the time frame of taking the test, one week before, one day before, and one week after the students' testing?", based on the findings of the study in 6th and 9th-grade students, results (table 3):

Table 3. The test anxiety level in 6th and 9th grade

Anxiety level	6th Grade						9th Grade					
	A week before the test		The day before the test		One week after the test		A week before the test		The day before the test		One week after the test	
	f	%	f	%	f	%	f	%	f	%	f	%
low	18	22.5	5	6.3	28	35.0	17	20.0	6	7.0	22	25.9
normal	31	38.8	17	21.2	26	32.4	26	30.6	15	17.6	45	52.9
at the limit of normal	10	12.5	10	12.5	13	16.3	30	35.3	19	22.4	12	14.2
moderate	19	23.7	16	20.0	13	16.3	11	12.9	18	21.2	6	7.0
high	2	2.5	32	40.0	0	0.0	1	1.2	27	31.8	0	0.0
Total	80	100.0	80	100.0	80	100.0	85	100.0	85	100.0	85	100.0

In 6th grade students: one week before the test the level of test anxiety was as high as 2.5%, one day before the test the high level of anxiety was at 40%, while one week after the test none of the students had a level of anxiety. high test anxiety. Also among 9th-grade students: a week before the test the level of test anxiety was high at 1.2%, the day before the test the high level of anxiety was at 31.8%, while a week after the test no student had a level high test anxiety (Table 3).

Based on the findings of the results, we can say that there are differences in the level of anxiety from the test regarding the time limit of taking the test. In the time frame one week before the test and one week after the test, the level of anxiety was mostly normal and low as in the 6th and 9th grades. Students in the 6th and 9th grades had a higher level of test anxiety the day before the test, where the level of anxiety in the 6th

grades was on the border of high normal, while in the 9th grades The 9th ranged from moderate to high. The hypothesis that the time limit affects the level of anxiety from the test can be said to be accepted as true.

In the II research question "Is there a correlation between the success of students from the previous year and the level of anxiety from the test?", according to the analysis of the findings of the study, it results that among the students of the 6th grades the level of anxiety one week before the test, 22.7% of students with sufficient, good and very good success had a low level of anxiety, while 2.4% of students with very good and excellent success had a high level of anxiety. The level of anxiety the day before the test in 6.2% of students with sufficient and good success had low-level anxiety, while 39.9% of students with good, very good, and excellent

success had a high level of anxiety. The level of anxiety one week after the test in 35.1% of students with sufficient, good, very good, and excellent success had a low level of anxiety, while no students showed a high level of anxiety (Table 4).

Table 4. Correlation between the level of test anxiety and the success of students in 6th grades

Anxiety level	The level of test anxiety depends on the success of 6th graders											
	A week before the test				The day before the test				One week after the test			
	Enough	Good	Very Good	Excellent	Enough	Good	Very Good	Excellent	Enough	Good	Very Good	Excellent
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Low	12 (15.1)	3 (3.8)	3 (3.8)	-	4 (5)	1 (1.2)	-	-	11 (13.8)	3 (3.8)	8 (10)	6 (7.5)
Normal	2 (2.5)	13 (16.2)	12 (15)	4 (5)	7 (8.8)	7 (8.8)	3 (3.8)	-	6 (7.5)	9 (11.3)	6 (7.5)	5 (6.2)
At the limit of normal	2 (2.5)	1 (1.2)	5 (6.2)	2 (2.5)	4 (5)	2 (2.5)	4 (5)	-	-	4 (5)	5 (6.2)	4 (5)
Moderate	1 (1.2)	-	4 (5)	14 (17.5)	2 (2.5)	4 (5)	7 (8.7)	3 (3.8)	-	1 (1.2)	6 (7.5)	6 (7.5)
High	-	-	1 (1.2)	1 (1.2)	-	3 (3.8)	11 (13.7)	18 (22.4)	-	-	-	-
Total	17 (21.3)	17 (21.3)	25 (31.2)	21 (26.2)	17 (21.3)	17 (21.3)	25 (31.2)	21 (26.2)	17 (21.3)	17 (21.3)	25 (31.2)	21 (26.2)

Table 4a. Correlation between the level of test anxiety and the success of students in 9th grades

Anxiety level	The level of test anxiety depends on the success of 9th-grade students											
	A week before the test				The day before the test				One week after the test			
	Enough	Good	Very Good	Excellent	Enough	Good	Very Good	Excellent	Enough	Good	Very Good	Excellent
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Low	11 (13)	2 (2.3)	2 (2.3)	2 (2.3)	5 (5.9)	1 (1.2)	-	-	11 (13)	5 (5.9)	3 (3.5)	3 (3.5)
Normal	5 (5.9)	7 (8.2)	6 (7.1)	8 (9.4)	8 (9.4)	6 (7.1)	1 (1.2)	-	8 (9.4)	13 (15.2)	16 (18.9)	8 (9.4)
At the limit of normal	5 (5.9)	8 (9.5)	14 (16.5)	3 (3.5)	7 (8.3)	10 (11.7)	1 (1.2)	1 (1.2)	1 (1.2)	1 (1.2)	3 (3.5)	7 (8.3)
Moderate	-	3 (3.5)	2 (2.3)	6 (7.1)	1 (1.2)	2 (2.3)	13 (15.3)	2 (2.3)	1 (1.2)	1 (1.2)	2 (2.3)	2 (2.3)

High	-	-	-	1 (1.2)	-	1 (1.2)	9 (10.5)	17 (20)	-	-	-	-
Total	21 (24.8)	20 (23.5)	24 (28.2)	20 (23.5)	21 (24.8)	20 (23.5)	24 (28.2)	20 (23.5)	21 (24.8)	20 (23.5)	24 (28.2)	20 (23.5)

Among 9th grade students, the level of anxiety one week before the test in 19.9% of students with sufficient, good, very good, and excellent success had a low level of anxiety, while 1.2% of students with excellent success had high anxiety. The level of anxiety the day before the test in 7.1% of students with sufficient and good success had low-level anxiety, while 31.7% of students with good, very good, and excellent success had a high level of anxiety. The level of anxiety one week after the test in 25.9% of students with sufficient, good, very good, and excellent success had a low level of anxiety, while no students showed a high level of anxiety (table 4a).

According to the findings, the correlation between the students' success from the previous year and the level of test anxiety was investigated using Pearson's coefficient. The results showed that there is a statistically significant correlation between student achievement and test anxiety levels in both 6th and 9th grades.

Table 5: Correlations between the level of test anxiety and student success in the 6th grade

Correlations		Anxiety level among students one week before the test	Student success	The level of anxiety among students one day before the test	Student success	The level of anxiety among students one week after the test	Student success
Level of test anxiety	Pearson Correlation	1	.664[**]	1	.733[**]	1	.325[**]
	Sig. (2-tailed)		.000		.000		.003
	N	80	80	80	80	80	80
Student success	Pearson Correlation	.664[**]	1	.733[**]	1	.325[**]	1
	Sig. (2-tailed)	.000		.000		.003	
	N	80	80	80	80	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

The results showed that a week before the test in the 6th grade there is a significant positive correlation (r = .664, p<0.01), which means that students with higher overall success have a higher level of test anxiety. Likewise, the results showed that the day before the test there is a high positive correlation (r = .733, p < 0.01) between test anxiety and student success. This suggests that students with higher achievement scores have higher levels of test anxiety. The results

also showed that one week after the test, there is a low positive correlation (r = .325, p < 0.01) between test anxiety and student success. This means that the level of anxiety is lower both in students with poorer success and in those with better success (table 5).

Even in the 9th grade, the results showed that a week before the test there is a low positive

correlation (r = .394, p < 0.01), which means that students with higher success in lessons have a higher level of high test anxiety. Likewise, the results showed that the day before the test there is a high positive correlation (r = .797, p < 0.01) between test anxiety and student success. This means that students with the highest passing grade from the previous year have a higher level of test anxiety. Even one week after the test, the results showed that there is a low positive correlation (r = .361, p < 0.01) between test anxiety and students' success. This means that the level of anxiety is lower both in students with poorer success and also in those with better success one week after the test (table 5a).

Table 5a: Correlations between the level of test anxiety and the success of students in the 9th grade

Correlations		Anxiety level among students one week before the test	Student success	The level of anxiety among students one day before the test	Student success	The level of anxiety among students one week after the test	Student success
Level of test anxiety	Pearson Correlation	1	.394**	1	.797**	1	.361**
	Sig. (2-tailed)		.000		.000		.001
	N	85	85	85	85	85	85
Student success	Pearson Correlation	.394**	1	.797**	1	.361**	1
	Sig. (2-tailed)	.000		.000		.001	
	N	85	85	85	85	85	85

**. Correlation is significant at the 0.01 level (2-tailed).

The hypothesis presented that the success of students from the previous year is related to the level of test anxiety experienced by students during testing is accepted as true. Therefore, we can say that a week before test and after the test, the correlation is lower but positive, compared to the correlation one day before the test, which is a correlation or high positive correlation (r = .733 in grades 6- ta and r = .797 in 9th grades).

According to Anderson & Sauser (1995), even a low level of anxiety during testing has a negative effect because students simply do not have the motivation in solving even relatively simple tasks. But when the level of anxiety is moderate, then it is necessary to direct the students' attention to the exam, encouraging them to give their best during the exam. The intensity of the anxiety response also depends on the type of exam questions, the type of assessment (written or oral), the student's general knowledge and ability, and their readiness for the exam (Spielberger & Vagg, 1995).

Table 6: Correlations between the level of test anxiety and student achievement and test scores (6th grade and 9th grade)

Correlations - Control Variables	6th Grade		9th Grade	
	Student success	The result from the test	Student success	The result from the test

Anxiety level from the test - one week after the test	Student success	Correlation Significance (2-tailed) df	1.000 . 0	.676 .000 77	1.000 . 0	.681 .000 82
	The result from the test	Correlation Significance (2-tailed) df	.676 .000 77	1.000 . 0	.681 .000 82	1.000 . 0

If we look at the correlation between the level of test anxiety, student success, and test score in 6th and 9th grades, the findings showed that: in 6th-grade students, the correlation between student success, the result of the points gained in the test, and the level of anxiety from the test is significant and positive ($r = .676$, $p < 0.01$). This means that there is a very significant, almost high relationship between the level of test anxiety, student success, and test scores one week after the test. Also among the 9th-grade students, the correlation between the success of the students, the score obtained on the test and the level of anxiety is a significant and positive correlation ($r = .681$, $p < 0.01$). This means that there is a significant almost high relationship between the level of test anxiety, student success, and test results one week after the test (table 6).

From this we understand that the result of the points gained in the test has influenced the students, especially those with a high and very high level of anxiety from the test, immediately after receiving the results, the level of anxiety from the test has decreased in these students.

In the III research question "Are there differences in terms of the gender aspect and the level of test anxiety among students?", it results that in the 6th grade: one week before the test 7 (16.7%) females and 14 (36.8 %) men showed a high level of anxiety, one day before the test, 23 (54.7%) women and 25 (65.8%) men showed a high level of anxiety, while a week after the test, neither gender showed a high level of anxiety. In the 9th grade: a week before the test, 29 (70.7%) women and 35 (79.5%) men showed a high level of anxiety, while a week after the test, neither gender showed a high level of anxiety.

We can say that in both categories of classes, male students have a higher level of anxiety than female students. Therefore, raising the hypothesis that the female gender faces a higher level of anxiety from the test, based on the results found in this study, turned out to be untrue and is not accepted as such.

Some research done regarding the relationship between gender differences and the experience of anxiety found that women have higher levels of general anxiety compared to men (Chapell et al, 2005; Cassady & Johnson, 2002; Bandalos et al, 1995. Mwamwenda, 1994). Cassady & Johnson, (2002) explained that both women and men experience test anxiety, but women have higher emotional reactions. Zeidner (1998), based on his research, concluded that the difference in anxiety levels between males and females is due to the gender difference in academic ability.

In the fourth research question "Is there a correlation between the test scores and the level of anxiety from the test?", the findings show that in both categories of classes we have a significant positive correlation (in the 6th grade it is $r = .410$, $p<0.01$, while in the 9th grades it is $r = .509$, $p < 0.01$) between the students' results or the percentage of points gained in the test for the assessment of knowledge and the level of anxiety one day before taking the test. The results obtained from the two categories of classes show that: the correlation between the level of anxiety from the test and the results obtained in the test is quite significant, which means that the increase in the level of anxiety affects the decrease in the results in the test. The hypothesis that test anxiety affects test scores or success turned out to be true because most

students who had very good or excellent success, due to high levels of test anxiety scored less than 80% of points on the test, therefore it is accepted as such.

In many studies, it has been found that there is a negative correlation between test anxiety and general achievement in knowledge assessment tests (Daly, Chamberlain & Spalding, 2011). Accordingly, Chapell, Blanding & Silverstein (2005) in a study of a large number of pupils and students, conducted in studies in the United States (N=5551), found that students with high intensity of anxiety from the test had significantly lower achievements compared to students who do not express anxiety to a high degree. A study conducted by Nicholson (2009) to examine the effects of test anxiety on student achievement, found that anxiety and achievement or test results are related to each other.

In the fifth research question "Are there differences regarding the level of anxiety from the test and the age of the students?", based on the findings, it results that anxiety from the test was experienced by both categories of students. The high level of anxiety is more pronounced among 6th graders one week before the test (2.4%), compared to 9th graders (1.2%). The day before the test, 6th-grade students (39.9%) showed a higher level of test anxiety compared to 9th-grade students (31.7%). A week after the test, no student of any class category showed a high level of anxiety.

Anxiety from the knowledge assessment test occurs in everyday life situations and especially in schools, where all ages of students are involved. They are situations where students will evaluate their knowledge, skills, achievements, and interests. Test anxiety became one of the most important factors in school, where according to some studies, about 30% of students have expressed concern that anxiety interferes a lot in their daily situations, especially when they face important exams (Shaked 1996, & Lufi, Okasha, Cohen, 2004).

VI. Conclusions

The confrontation of students with stressful situations, especially with the phenomenon of test anxiety, is quite widespread, especially during exam periods. The findings showed that students have different levels of test anxiety depending on their age, gender, time of taking the test, and their success from the previous year. It was proven that 6th and 9th-grade students have differences in the level of test anxiety. Referring to the results between the level of anxiety and the success of students, we can say that there is a correlation between the success of students, the level of anxiety, and the time limit of taking the test. As for the correlation between the level of test anxiety and the gender of the students, it was found that among the two categories of students, male students have a higher level of test anxiety than female students. This contradicts some research done regarding the relationship between gender differences and the experience of test anxiety which found that women have higher levels of general anxiety compared to men (Chapell et al, 2005). Also, the increase in the level of anxiety can affect the decrease in the results of the test.

This study evidenced that there is a positive correlation between test anxiety and success or test results among students. We hope this study will be an additional reference value since few studies have been explored in our country regarding this problem that greatly damages the performance of students. It is suggested that this phenomenon be highlighted in schools, so that the students who have the most expressed level of anxiety from the test, start with the appropriate treatments. Also, students should be aware of the symptoms of test anxiety, to help them overcome them as easily as possible. It is proposed to employ psychologists in schools, to help students who face this difficult situation that can negatively affect their school and academic achievements.

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